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Class D . No. 357

Each student may have two books out
at one time.

Books may be kept two weeks.

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term.

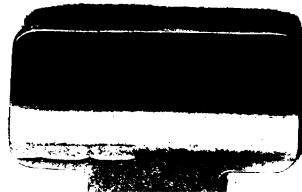
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term.



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ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION

ERRATA.

- On page 153, in "Receipts from tuition, River Falls School," for \$5,292.70 substitute \$2,292.70.
- On page 156, at the close of the Regulations for Admission, before the words, "The following table," the heading, "*Funds and Income*" is omitted.
- On page 157, in footing of "Normal School Fund Receipts," for \$49,092.22 substitute \$39,092.22.
- On page 158, in sixth line from bottom of page, substitute *is* for *are*.

EDWARD SEARING,
Superintendent of Public Instruction.

MADISON, WIS.:
DAVID ATWOOD, PRINTER AND STEREOTYPER.
1878.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1877.

To His Excellency, HARRISON LUDINGTON,
Governor of Wisconsin:

SIR — I have the honor to submit, through you, to the Legislature, the Annual Report of the Department of Public Instruction, for the year ending August 31, 1877.

I am, sir, very respectfully,

Your obedient servant,

EDWARD SEARING,
Superintendent of Public Instruction.

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1877

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ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION.
OF THE
STATE OF WISCONSIN.

OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1877.

To the Legislature of Wisconsin:

GENTLEMEN: I have the honor to present herewith my fourth official report, being the twenty-ninth annual report from this department, and covering the school year ending August 31, 1877.

STATISTICS.

The statistical tables found at the close of this report, are given by counties (or superintendent districts) and cities, as for three years previous, the items for towns and villages being omitted. The number of counties or superintendent districts reporting is sixty-four, the same as last year. The number of cities is also the

1—Supt.

[Dec. 18]

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same as last year—27; but Stevens Point is added to the list, while Oconomowoc now reports to the county superintendent.

In various ways, especially in the decrease of expenditures for their support, the returns show that the schools have been affected by the general business depression of the country. Yet, on the whole, the year has been one of advancement.

I. SCHOOL DISTRICTS.

The number of regular districts is 4,566, an increase of 70 during the last year; the number of joint districts (by the usual estimate) is 998, a decrease of 11. The whole number of districts therefore is 5,564, a net increase of 59. This statement does not include the independent cities, each of which, with one or two exceptions, forms one district for school purposes, under one board.

II. CHILDREN OVER FOUR AND UNDER TWENTY YEARS OF AGE.

The number returned is 478,388, an increase over last year of 3,577. The returns are probably defective, as the increase must be greater than the number given.

III. NUMBER OF CHILDREN OF SCHOOL AGE IN THOSE DISTRICTS WHICH MAINTAINED SCHOOL FIVE OR MORE MONTHS.

The whole number returned is 474,959, being 6,820 more than the number returned at the date of the report for 1876. A larger proportionate number of districts than usual appear to have maintained five months school the past year, notwithstanding the general depression in business matters.

IV. NUMBER OF PERSONS ATTENDING THE PUBLIC SCHOOLS.

The whole number between four and twenty years of age who attended the public schools some part of the year was 289,125; under four years of age, 523, none of this class being reported for the independent cities; over 20, 1,622, of whom 56 only are reported for the cities. Total number attending, 291,270.

Tabulating all classes of pupils attending public or private schools, the returns and estimates for 1876 and 1877 are as follows:

DESCRIPTION.	1876.	1877.
The number reported as attending public schools	282,186	291,270
The number reported as attending private schools only ..	24,028	23,624
The number reported as attending colleges and academies.....	1,853	1,699
The number (by estimate) instructed in benevolent institutions	1,160	1,175
Totals.....	309,227	317,768

The returns or estimates for the cities of the number of children who have attended private schools only, are more complete than usual, and probably approximate nearer to accuracy; but the returns fall short of the real aggregate, it is presumed, by not less than two or three thousand, several cities not reporting the items.

V. TEACHERS AND TEACHERS' WAGES.

The whole number of teachers required in the public schools, is 6,571, or 149 more than last year. The whole number employed was 9,858, or 1,228 more than last year. More than one-third of the schools changed teachers, in the course of the year, which indicates a good deal of competition, and accounts in part for reduction of wages. A larger proportion of female teachers have been employed than usual.

The average wages of male teachers, not including the independent cities, was \$40.48 per month—a decrease of \$1.57. For female teachers, the average was \$26.35—a decrease of 81 cents.

In the independent cities, the average for male teachers was \$1,082 per annum—an increase of \$31; for female teachers, \$359.30—a decrease of \$13.47. Reckoning the school year in those cities at ten months, the average monthly wages of male teachers was \$108.20—an increase of \$3.10; of female teachers, \$35.93—a decrease of \$1.24.

VI. TEACHERS' CERTIFICATES.

The whole number issued, not including state certificates, was 9,376, or 742 more than last year. Of these 8,201 were third grade

certificates, being 549 more of this grade than last year. This indicates the employment of an increased number of teachers of inferior qualifications. The following table gives a synopsis of certificates issued to teachers of both sexes, except for the city of Milwaukee, the returns for which do not classify as to sex:

TEACHERS.	1st Grade.	2d Grade.	3d Grade.	Total.
To male teachers	156	347	2,572	3,075
To female teachers	85	440	5,689	6,214
In Milwaukee				87
Totals	241	787	8,261	9,876

VII. GRADED SCHOOLS.

The number of schools with two departments is 194 — an increase of 11. Of these 33 are in the independent cities and 161 in the other cities, in villages, and in large country districts. The number of schools with three or more departments is 211 — an increase of 9. Of these 87 are in the independent cities and 124 elsewhere.

VIII. FREE HIGH SCHOOLS.

Twenty such schools were reported in 1876, as established under the original law of 1875. Two more have been established and reported, and 35 reported under the amendment to the law passed last winter, making 57 in all; which number received aid, absorbing the entire appropriation of \$25,000.

IX. SCHOOL HOUSES.

The number reported is 5,320 — an increase of 21. Deducting 161, the number reported for the independent cities, the remaining number is 566 less than the number of school districts — 5,564. The discrepancy is to be accounted for in some degree by the fact that some districts own no school house; but principally on the supposition of imperfect returns. The school houses will accommodate 345,944 pupils. The total attendance was 291,270, showing that the school houses are by no means generally crowded.

X. SUMMARY OF GENERAL STATISTICS.

In the first of the two following tables the increase or decrease from 1876 to 1877 is given, decrease being indicated by an asterisk (*):

DESCRIPTION.	1876.	1877.	Increase or decrease.
Number of school districts, not including independent cities	5,505	5,564	59
Number which reported	5,461	5,533	72
Number of children over 4 and under 20 years of age in the state.....	474,811	478,388	3,577
Number of children over 4 and under 20 years of age in districts maintaining school five or more months.....	468,139	474,959	6,820
Number of children over 4 and under 20 years of age who have attended school	280,153	289,125	8,972
Total number of different pupils who have attended the public schools during the year	282,186	291,270	9,084
Average number of days a school was maintained in the counties during the year.....	152½	149	*3½
Average number of days a school was maintained in the independent cities during the year.....	193	193	.....
Number of days attendance of pupils over 4 and under 20 years of age during the year	23,112,296	20,854,412	*2,757,884
Total number of days attendance of different pupils during the year.....	23,182,911	20,481,557	*2,751,354
Number of days schools have been taught by qualified teachers during the year.	846,801	834,630	*12,171
Number of pupils who have attended private schools only during the year.	24,028	23,624	*404
Number of schools with two departments only	183	194	11
Number of schools with three or more departments	202	211	9
Number of teachers required to teach the schools	6,422	6,571	149
Number of different persons employed as teachers during the year.....	8,630	9,858	1,228
Average monthly wages of male teachers in the counties	\$42.95	\$40.48	*\$2.47
Average monthly wages of female teachers in the counties	\$27.16	\$26.35	*\$0.81
Average monthly wages of male teachers in the cities	\$105.10	\$108.20	\$3.10
Average monthly wages of female teachers in the cities	\$37.20	\$35.93	\$1.27
Number of schools visited by the county superintendents during the year	4,430	4,554	124
Number of public school houses in the state	5,299	5,320	21
Number of pupils the school houses will accommodate.....	337,039	345,944	8,905

Summary of General Statistics—continued.

DESCRIPTION.	1876.	1877.	Increase or decrease.
Number of districts which purchase text-books	267	453	186
Number which loan them to the pupils.	137	244	107
Number which sell them to the pupils .	72	170	98
Number of sites containing less than one acre.....	3,735	3,762	27
Number of sites well enclosed	1,701	1,787	86
Number of school houses built of brick or stone	750	790	40
Number of school houses with outhouses in good condition.....	3,543	3,670	127
Highest valuation of school house and site in the independent cities.....	\$50,000	\$54,500	\$4,500
Highest valuation of school house and site out of the independent cities	\$45,000	\$40,000	*\$5,000

XI. — RECEIPTS AND EXPENDITURES.

The total receipts and expenditures during the last school year are reported as follows:

RECEIPTS.		
Amount on hand August 31, 1876.....		\$461,921 71
Received from taxes levied for building and repair'g		207,990 94
teachers' wages.....		989,789 40
apparatus and library.....		15,844 15
at annual meeting.....		422,701 45
by county supervisors.....		251,229 41
income of state school fund..		192,063 83
all other sources.....		201,803 42
Total amount received.....		\$2,743,343 86
EXPENDITURES.		
Paid out—building and repairs..	\$258,015 97	
apparatus and library.....	16,187 74	
services of male teachers.....	586,250 83	
services of female teachers....	835,841 47	
old indebtedness.....	84,004 70	
furniture, registers, records, etc.....	37,635 96	
all other purposes.....	431,701 78	
		2,249,638 45
Money on hand August 31, 1877.....		\$493,705 41

The above table does not include the items of wages paid to

male and female teachers respectively, in Milwaukee, in the proper places, as they are not specified in the report for that city.

Aggregates of values and expenditures.

DESCRIPTION.	1876.	1877.
VALUES.		
Total valuation of school houses.....	\$4, 125, 908	\$4, 848, 888
Total valuation of sites.....	607, 423	685, 886
Total valuation of apparatus.....	142, 292	154, 628
Totals	\$4, 875, 618	\$5, 189, 902
EXPENDITURES.		
Amount expended for building and repairing.....	\$291, 901	\$258, 016
Amount expended for apparatus and libraries	17, 421	16, 188
Amount expended for teachers' wages.....	1, 462, 326	1, 563, 038
Amount expended for old indebtedness.....	91, 670	84, 005
Amount expended for furniture, registers, and records.....	42, 329	37, 686
Amount expended for all other purposes.	248, 104	290, 755
Totals	\$2, 153, 811	\$2, 249, 688

In this table, the *aggregate* of wages paid to teachers in the city of Milwaukee amounting to \$140,947, is included under the proper head, rendering the item "amount expended for all other purposes" by so much less than on the preceding table of expenditures.

XII. EDUCATIONAL FUNDS AND INCOMES.

The amounts of the educational productive funds for 1876 and 1877, are stated, in the last report of the secretary of state, as follows:

FUNDS.	1876.	1877.
School fund.....	\$2, 625, 798 06	\$2, 596, 861 07
University fund.....	223, 795 56	223, 240 82
Agricultural college fund.....	238, 479 40	240, 791 90
Normal school fund	968, 917 84	985, 081 84

The income from each of the funds for two years past is given

below; the addition to the University fund income is through the state tax:

INCOME OF FUNDS.	1876.	1877.
School fund income.....	\$192,739 74	\$189,553 13
University fund income	40,803 49	70,641 93
Agricultural college fund income.....	13,613 91	19,237 96
Normal school fund income	81,400 63	85,076 16

XII.—APPORTIONMENT OF THE SCHOOL FUND INCOME.

The apportionment was made as usual, in June. The amount was \$193,021.21, which was apportioned upon 470,783 scholars, at the rate of 41 cents per scholar, the same as in 1875 and in 1876. The distribution by counties is given in Table No. 1.

XIV.—TEXT-BOOKS.

The number of districts reported as purchasing text-books under chapter 315, laws of 1875, is 453, an increase of 186 during the year. Of the whole number, 244 loan the books to the pupils, and 170 sell them. The plan of purchase by the district is evidently growing in favor.

XV.—WEBSTER'S DICTIONARY.

At the close of the account, December 10, 1876, 203 dictionaries were left on hand, of which 131 were distributed as first supplies, and 72 were sold. No purchase has been made for reasons elsewhere given.

XVI.—CONVENTION OF COUNTY AND CITY SUPERINTENDENTS.

This convention was held as usual, just after Christmas. The proceedings are published among the documents appended to this report. Twenty-five superintendents, in all, were in attendance.

XVII.—STATE TEACHERS' ASSOCIATION.

The semi-annual meeting was held at Madison, December 27-28, 1876, and the annual meeting at Green Bay, July 17-19, 1877. The proceedings of both sessions are published with this report.

XVIII.—COLLEGES AND UNIVERSITIES.

Reports have been received from the following institutions, in addition to the State University: Beloit College, Carroll College, Lawrence University, Milton College, North Western University and Ripon College. All these except the North Western University reported last year; Racine College reported last year but does not this year. The statistics given below do not include the State University.

DESCRIPTION.	1876.	1777.
Number of colleges reported, not including State University.....	6	6
Number of members of faculties.....	62	61
Number graduated at last commencement.....	52	71
Total number who have graduated.....	694	697
Number of students in senior classes.....	49	54
in junior classes.....	62	59
in sophomore classes.....	84	87
in freshmen classes.....	130	127
not in regular classes.....	8	123
in preparatory departments.....	949	613
Total number in the institutions.....	1,282	1,063
Number of acres of land owned by the institutions..	2,625	2,156 $\frac{1}{4}$
Estimated cash value of lands.....	\$61,400 00	\$65,700 00
Estimated cash value of buildings.....	232,550 00	242,050 00
Amount of endowment funds, except real estate.....	308,292 00	245,612 00
Amount of income from tuition.....	15,016 00	18,364 43
Amount of income from all other sources but tuition.	36,787 00	36,602 38

XIX. ACADEMIES AND SEMINARIES.

Only three have reported: Elroy Seminary, Kemper Hall, and Rochester Seminary. The aggregate number of students for the year was 181. Reports will be found in the usual place.

XX. TEACHERS' INSTITUTES.

The entire number of institutes held was 69, which were in 53 different counties and superintendent districts. The wide diffusion of these potent instrumentalities for the improvement of our teachers and the large attendance upon them, reached in 1876, have been maintained. Statistics will be found in Tables 12 and 13.

PURCHASE OF DICTIONARIES.

The last legislature authorized and directed the superintendent of public instruction "to purchase, on behalf of the state, two hundred and fifty copies of the latest edition of Webster's Unabridged Dictionary, at a cost, delivered at his office, not to exceed six dollars per copy." Before the passage of the act directing this purchase, the publishers of the dictionary had voluntarily offered to reduce the price to \$7.50 per copy (from \$8, the price paid by state for several years), and after they had been apprized of the legislative action no better terms could be obtained. Thinking that the general downward tendency of the prices of nearly all manufactured articles might bring a further reduction in the fall, I resolved to make a special and final effort then to secure the dictionaries at the authorized price of six dollars. On the 17th of October, shortly before the former supply was exhausted, I addressed the following letter to the publishers:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, October 17, 1877.

Messrs. G. & C. MERRIAM, Springfield, Mass.:

Gentlemen.—The last legislature, as you already know, authorized me to purchase 250 copies of Webster's Unabridged Dictionary, at a cost "not to exceed six dollars per copy," delivered at my office. Will you please inform me if you cannot now furnish the state the required number at that price, our supply being nearly exhausted.

This reduction of twenty-five per cent., asked by the legislature, appears to me not unreasonable, considering the general reduction recently in the price of school books, and the fact that, in 1861, you furnished the state 300 copies at \$4.00 per copy, and the previous year supplied it at even less rates. Of course, I am aware the dictionary then furnished was much inferior to the present one, but if the former could be sold for \$4.00 and less, I cannot see why the latter need cost us more than \$6.00 now. The difference between the two prices seems even greater than the difference between the two volumes.

If the price I am authorized to pay is sufficient—as I trust it may be—please send me, as soon as possible, the 250 copies, for which I will forward payment, as usual, by state treasurer's draft.

Very respectfully yours,

EDWARD SEARING,
Supt. Public Instruction.

To which I received the following reply,

SPRINGFIELD, MASS., October 22, 1877.

HON. EDWARD SEARING:

DEAR SIR: We have your favor of the 17th inst. You were kind enough to apprise us of the action of the legislature last winter soon after it was had. The state has so uniformly treated us with liberality and promptitude in its dealings with us, that we sincerely regret we cannot wholly meet its views in the present instance.

When we first supplied the state at \$4 (and we believe we have never furnished it lower) the ordinary selling price of the work was \$6. When, afterwards, the price was, from imperative necessity, advanced to \$12, the literary and mechanical cost was so increased that our percentage of profit was still much less than before, and a proportionate advance, viz. to \$8, was made to the state.

The increased cost had a two-fold origin: (1) We entirely re-constructed and enlarged the work at an expenditure for literary and mechanical labor, of between \$50,000 and \$75,000, nearest the latter. The work now contains 25 to 35 per cent. more matter than then; one-third of it, at least, is new; more than thirty years of diligent literary work were devoted to it; and it is now several years later, and contains 25 per cent. more matter than Worcester or any similar work. (2) The mechanical cost also went up, not only in proportion to the size, but greatly beyond. Paper, leather, printing and binding, as in all other productions, went up with the war, and although for a year or two past there has been a tendency downwards, the old rates are by no means reached, but are still 25 per cent. above ante-war rates. The many illustrations scattered through the work and grouped at the end, require much more expense in printing than when there were none. The British skilled workman lives on starvation prices; our Massachusetts corresponding laborer wants the finest Wisconsin flour and beef to live upon, and is able to pay for them.

We cannot, therefore, although with much regret, see our way to make the great reduction you name. You will recall that last winter, before the action of your legislature, we wrote, voluntarily offering to reduce the price to \$7.50. We will now strain to the utmost, and make it \$7, but cannot see our way to go below that. Our uniform policy has been, to keep our work thoroughly abreast of the times, almost regardless of expense, rather than to sacrifice merit to cheapness merely. Is not that true policy? Is it not true wisdom, in regard to such a work, for the Wisconsin Schools? We can but trust the legislature will appreciate the reasonableness of our views, and favor us with the accustomed order.

Respectfully yours,

G. & C. MERRIAM.

In view of the facts that orders for dictionaries are constantly coming from school districts, that the plan of purchase and supply

by the state has hitherto given general satisfaction, and that it appears to be impossible to obtain a further reduction in price, I respectfully recommend the early passage of an act authorizing and directing the purchase of four hundred copies of the dictionary at a cost not to exceed \$7 per copy delivered at this office.

EXAMINATION FOR STATE CERTIFICATES.

An examination for state teachers' certificates was held at the capitol in August last, the time prescribed by law. The board of examiners consisted of President W. D. Parker, of the River Falls State Normal School; Prof. Albert Salisbury, of the Whitewater State Normal School; and Prof. S. H. Carpenter, of the State University. In accordance with the recommendation of the board made in August, 1875, which I thoroughly approved, I have sought to give greater uniformity to these examinations by inaugurating the plan of a three years' service for each examiner. I therefore reappointed Messrs. Parker and Salisbury, who were members of the board for the preceding year. The understanding at the time of the appointment was, that the former should serve one year, the latter two, and Dr. Carpenter three. I believe that this plan of an annual change of only one member of the board will render the examinations still more satisfactory and useful, and that it is approved by educational sentiment. I trust it will meet the approval of my successors in office.

The result of the examination is shown in the following official report of the board:

HON. EDWARD SEARING, *Supt. of Public Instruction:*

SIR:—The board of examiners for state certificates would respectfully report:

That, in accordance with the requirements of law, they have held an examination for limited and state certificates, beginning August 7, 1877, and continuing through Friday, August 10, 1877, holding three sessions each day.

Eighteen candidates were present, either the whole or a part of the session, of whom we recommend the issue of the unlimited certificates to—

Sherman M. Leete, West Salem, Wis.

Hiram W. Slack, St. Paul, Minn.

Several of the applicants purpose completing the examination next year.

The results of the examination are highly creditable in most in-

stances, and your committee feel that the high standard which has been set and which has become a precedent will, in the end, attract an increasing number of applicants, while a lowering of the standard already established would have the effect of deterring the best teachers by rendering the certificate of comparatively little value.

Your committee would further recommend that more time be taken for the examination, so as to do away with the necessity of holding evening sessions, as well as of crowding the work during the day. In the opinion of your committee, ten days would be none too much for an examination that will fairly test the knowledge of the applicants, and not so overtax their energies as to place them at a disadvantage, by working body and mind beyond proper limits.

We would suggest that the whole time now given to the examination be given to those studies required for a limited certificate, and that a second session of two days be given to the additional subjects required for the unlimited certificate.

We also recommend that chemistry be omitted from the required list of studies.

We submit, herewith, the written papers of the applicants, and an abstract showing the results of our examination of the same.

W. D. PARKER,
ALBERT SALISBURY,
S. H. CARPENTER,

Committee.

MADISON, WIS., August 10, 1877.

In accordance with the recommendation, permanent certificates of "eminent qualification" were issued by the State Superintendent to Sherman M. Leete and Hiram W. Slack. Both these gentlemen were present at the examination the previous year, when they completed a portion of the required work.

The recommendation that chemistry be omitted from the list of required studies receives my approval. It is a question whether the list does not still embrace too much. Certain it is that the number of successful candidates is each year very small, and the work, under present requirements, exceedingly severe and exhausting for the time allotted. The average annual number of successful applicants for the permanent certificates during the past four years has been only about four, and the number of those who obtained the five years certificate averages, for that time, only one each year, and of these one-half must be included in the former class, inasmuch as two who first obtained the lower certificate, the following year obtained the higher. Perhaps in no other state is the corresponding examination so severe in requirements, and the numerical results so small. I have a growing conviction that there is a

better way to encourage and honor the intellectual and professional attainments that make a good teacher, than by fixing a single annual examination at the capital, in midsummer, with so many subjects crowded into the three or four days of allotted time that it is almost physically impossible to answer properly in writing all the questions propounded. If more time were given, the results would doubtless be somewhat more satisfactory, but a full week is *now* practically consumed by the examination and the time occupied in traveling, and to add anything more to the present cost in time or money would not be advisable. The pecuniary expense incurred by each applicant, especially when attendance at two examinations is found necessary, as it usually is, undoubtedly is one of the causes of the small attendance of candidates from a distance.

In order that the stimulus of the examination may reach all portions of the state, I am inclined to recommend a simultaneous examination of candidates at different points, under the immediate direction of county or city superintendents. The questions should be prepared by the examining board, the examination conducted in accordance with prescribed rules, and the resulting papers returned to the board for inspection and marking. Evidence respecting the educational advantages enjoyed by the candidates, respecting their success in teaching, and their general intellectual and moral character, should be required, and in most cases could be satisfactorily obtained. When doubt remains, a candidate might be required to appear in person at the regular annual examination at the capital. By thus sending the examinations out to the applicants, and not requiring from all the expense of one, and probably two visits to Madison, the number of candidates would be increased ten fold, and the number of the successful aspirants trebled or quadrupled. The extra cost of this plan would be trifling, while the benefits resulting would not be, as now, so small as hardly to justify the present expense.

Whether, then, a further judicious contraction of the requirements, and such a multiplication of the places of examination, as has been suggested, would not be advisable, I commend to the consideration of my successor and of the legislature. Some special authority for the change would probably be needed from the latter.

I have to add, that during the year I have issued permanent certificates to Mr. Clinton H. Lewis and Miss Elsenä Wiswall, success-

ful candidates at the examinations held in June and August, 1876, but whose experience in teaching did not at the time equal the amount required by law for the higher certificate.

THE TEXT-BOOK PROBLEM SOLVED.

The experience and reflection of another year have only added strength to the conviction that in our existing text-book laws is to be found substantially all that is needed for the prompt removal of whatever grounds of just complaint yet remain respecting the cost, the unnecessary changes, and the want of uniformity of text-books.

Section 53 of the school code makes it the duty of every district board to select and adopt a list of books to be used in each branch of study pursued in the school under their care, and forbids any change of books within a period of three years after adoption.

Chapter 315, of the general laws of 1875, authorizes districts, towns, villages and cities, to purchase text-books, to be the property of the district, town, etc., so purchasing, and to be loaned to pupils or otherwise furnished to them under such conditions and regulations as the school authorities may prescribe.

The unquestionable advantages of the plan of district purchase, recommended and fully explained in my three former reports, and the great additional advantages of free text-books, which I have from the first persistently sought to bring to the knowledge of school officers and the people, are now becoming widely known throughout the state, and are working a rapid and salutary reformation in diminishing the cost of books, in promoting school efficiency, and increasing attendance. Abundant proof of this is to be found in the reports of the local superintendents.

After a careful and impartial study of the text-book question, during the past four years, I have the fullest conviction that the plan of free text-books combines more practical and substantial advantages, from both the economical and the pedagogical standpoint, than any other solution ever yet offered. The free plan of course involves the plan of district purchase at low wholesale rates; but if human testimony has any value it involves a large additional saving through the more careful use of the books, and their continued use by different classes until worn out. It involves also the total absence of any unauthorized changes of books by teach-

ers. It involves from the educational side, (1) a larger attendance of pupils, none being kept from school by the cost of the books they are unable to purchase; (2) the loss of no time at the beginning of a term from want of books promptly furnished; (3) absolute and constant uniformity of books, in the various classes; therefore (4) the best classification, the minimum number of classes, and the maximum amount of time devoted to each by the teacher; (5) convenience in making transfers; (6) the educating influence over the pupils of the requirement to care for books.

So long as the present weak system of petty independent districts is to continue, I can recommend no change in, or addition to, existing text-book legislation, likely to be of any advantage, save perhaps the lengthening to five years of the period during which no change in text-books is allowed after a list has been adopted. Several intelligent county superintendents who are fully sensible of the advantages of the plan of district purchase, advise that this plan be made mandatory by law instead of permissive, that every district be *required* not only to adopt a list of books, but to purchase and keep on hand a supply sufficient for the constant needs of the school, the books being furnished to pupils free or otherwise, as the electors may determine. While I sympathize with the spirit that grieves at the slow progress of a beneficent reform, and that would make all men virtuous or wise at once by a simple legislative enactment, nevertheless I prefer to rely on the power of persuasion, reason and example. These, if rightly used, can accomplish more to secure good teachers, suitable school buildings, regular and full attendance, a satisfactory supply of books, and other like results, than can any mere "compulsory" enactment that may be framed.

Considering the apathetic conservatism of rural neighborhoods, where new ideas take root slowly, and the reformer must be especially patient and long suffering, the new plan of purchasing and furnishing text-books has met with gratifying favor and success. My last annual report showed that, while the law of 1875 had been known to the people but little more than one year, 267 districts had adopted the new plan of purchasing, and that of these, 137 loaned the books free to pupils. The latest official reports from the local superintendents, embodied in the present volume, indicate that during the past school year, 1876-7, 453 districts purchased, and

244 had inaugurated the free plan. It will be remembered that the official action, authorizing the boards in the additional districts to purchase, must have been taken at the annual meetings in the fall of 1876, long before the text-book measures of last winter, in this and other states, had been presented. And it must also be borne in mind that these latest official reports from the counties do not include, in the figures under this head, the additional districts that at the last annual meetings (and in some cases special meetings held for the purpose) authorized their boards to follow the example of the others, in purchasing under the law of 1875. If the ratio of increase in the number of districts purchasing books has been uniform for the three years, the number of districts now taking advantage of the law, and to be reported by the local officers next fall, must be more than 760. There is reason to believe, however, that there has been a still larger ratio of increase. The agents of the leading publishing houses report much more extensive dealings directly with district officers, and recent communications from several county superintendents indicate a more general awakening of rural districts to the advantages of the new plan. The superintendent of Waushara county wrote, early in December, 1877:

“At the time I made my annual and special report fifty-three districts purchased text-books. Now, about seventy-five out of the ninety-two in the county, do so, and it is doing good work.”

December 8th, the superintendent of Rock county, second district, wrote:

“Several districts authorized their boards at the last annual meeting to purchase text-books and loan them for rent to the pupils.”

The superintendent of Eau Claire county wrote, in December, that at least nine districts in that county were trying the experiment of purchase, for the first time, under authority granted at the recent annual meetings.

The superintendent of Rock county, first district, says in his special report:

“Since the annual school-meetings, many districts have examined the plan more carefully and have called special meetings for the express purpose of adopting the same. By the close of another year, I am of the opinion that our patrons and school officers generally will become thoroughly convinced of the utility of, and the

benefits derived from, our wholesome laws relating to text-books, and will act in accordance with the same."

The superintendent of Trempealeau county has the following in his special report:

"At the close of the school year, August 31, 1877, no districts had adopted the free text-book system, but the matter having been brought specially before the people, through the persistent efforts of the State Superintendent, seconded, to some extent, by a circular issued from this office, several districts have taken action on the subject, and probably, during the year, a large number will have adopted some one of the three plans provided by law whereby districts are authorized to purchase books directly from the publishers."

REPORTS FROM COUNTIES.

Under date of November 27, 1877, I prepared and sent to county superintendents, a circular containing the following questions, to which I solicited answers:

(1) Has there been, during the past year, any material increase in the number of districts that have formally adopted a series of text books, under section 53, chapter 15b of the school code?

(2) Does the plan of district purchase, under chapter 315, laws of 1875, give general satisfaction in the districts in your county, where it has been tried?

(3) If the plan of free books, authorized by the latter law, is in operation in any districts under your jurisdiction, is it working successfully and meeting popular approval?

(4) Is there any demand, on the part of intelligent people, for any further text-book legislation, and, in particular, for a law to enforce uniformity of text-books in all the schools of the state?

(5) In your judgment, is any further text-book legislation needed in the interests of the schools or of the people? If so, what would you suggest?

The answers to the first question indicate a very considerable increase in the number of districts that have formally adopted a list of books.

The answers to the other questions, as being of special interest and value, are aggregated below, in the words of the local officers:

TESTIMONY RESPECTING DISTRICT PURCHASE.

(1) Q. Does the plan of district purchase give satisfaction, where tried?

A. Adams Co.—“A few districts have adopted the plan within a few months. It has not been sufficiently tried to speak with certainty.”

Buffalo Co.—“The plan of district purchase where adopted does give perfect satisfaction, and as people are getting acquainted with the same it will be adopted in more districts.”

Clark Co.—“Yes, as far as I have heard.”

Eau Claire Co.—“The plan of district purchase, under chapter 315, laws of 1875, gives general satisfaction in the districts in which it has been tried.”

Green Co.—“A large number of districts have formally adopted a series of text-books. Some under section 53 of the school code, but a large number under chapter 315, laws of 1875. In most cases the boards purchase the books from the publishers and furnish them to the pupils at cost. The people, so far as we know, are well satisfied with what is being accomplished under the latter law.”

Jefferson Co.—“It does.”

Lincoln Co.—“It does.”

Manitowoc Co.—“But few districts have tried the purchase plan further than to purchase for first introduction. Some of these districts are contemplating the purchase of books in quantity for continued use in the schools. In the main, satisfactory results are reported.”

Marathon Co.—“The plan of purchase gives general satisfaction.”

Milwaukee Co., second district.—“The plan of district purchase under chapter 315, laws of 1875, gives general satisfaction where it has been tried.”

Monroe Co.—“It does.”

Pierce Co.—“A large number of districts have purchased books and made them free, or sold at cost to pupils, and the work still goes on. The results are in all cases satisfactory.”

Polk Co.—“I hear complaint in but one district, and think that is owing to mismanagement on the part of district board.”

Richland Co.—“It does. They could not be induced to return to the old method.”

Rock Co., first district.—“The plan of district purchase, in most cases, does give satisfaction where it has been tried.”

Rock Co., second district.—“The plan of district purchase has proved satisfactory, both with the district and teachers.”

Sauk Co.—“The district-purchase plan has given fair, but not complete, satisfaction. It has not been long enough on trial here to be judged by its fruits.” In his special report, the superintendent says: “With its cheapening of prices, disadvantages appear, chief among which is inability of some school officers to properly transact the business connected with ordering and keeping track of the books and accounting for the book fund, and by ordering books in such small quantities that trouble and freight overbalance reduced prices.” Yet in the answers to the circular he remarks: “The advantages which district purchase and free supply carry in their train, as cheapness, uniformity, regular and local supply, a

little credit to the district once in a while, at times when cash could not be wrung out if individuals bought locally, etc., make we wish them obligatory instead of optional."

Vernon Co.—"About 20 districts have purchased text-books, under chapter 315, laws of 1875, and sell them to scholars at cost. Nearly one-half of previous prices is saved by this method, and, as far as adopted, the provisions of the act give entire satisfaction. It is likely that many more districts will make appropriations for a like purpose."

Washington Co.—"The text-book question with us has been, and is, a vexatious one, as I believe it is everywhere where they have a free-school system. My own opinion is that its solution is to be found in adopting the plan of district purchase. * * A few districts in this county have already adopted the free-text-book system prescribed by our school code, and it gives universal satisfaction. Many more districts are about adopting it, and have sent committees to consult with us regarding the selection of books."

Waukesha Co.—"The plan of district purchase has been adopted by some districts, and I should say, as far as I have heard, has given entire satisfaction where it has been tried."

Waushara Co.—"Yes, decidedly." In his special report the superintendent says: "Nearly all districts now purchase text-books and loan them to pupils."

FREE BOOKS IN THE COUNTIES.

(2) If the plan of free books is in operation in any district under your jurisdiction, is it working successfully, and meeting popular approval?

Ashland Co.—"We have one district that has adopted the free-book system, and I think that it is meeting with popular approval in the district, and gives general satisfaction."

Barron Co.—"The Town of Cedar Lake has been added to the list of towns which supply their schools with books on the free text-book plan; also district No. 2, Lakeland. The town of Sumner supplies its schools with books, but they are not quite free; they will be, though, I am disposed to think, as soon as the people have an opportunity to vote upon the question. The subject is being favorably considered in other districts and towns. I hear of no opposition to the plan of free text-books among those who have given the question any thought; and I think its general adoption in this county is but a question of time."

Eau Claire Co.—"It is everywhere working successfully, and meeting popular approval, so far as I have been able to learn. I visited one school of about twenty-five pupils in which the books have been in use seven weeks. Every book was neatly covered with cloth. There was not a mark in any of them except the number of the book. The children very evidently enjoyed the possession of their new books, and I have not the least doubt they will

be well taken care of. The pupils were well classified, all supplied with books and writing materials; no time was lost."

Lincoln Co.—"It is."

Marathon Co.—"The plan of free books is in operation, works successfully, and meets the approval of the people."

Milwaukee Co., second district.—"The plan is in operation in three districts, and produces good results."

Pierce Co.—"The plan is in operation in about twenty districts, and meets popular approval, except in a few cases of childless taxpayers, who claim it is unjust to them."

Polk Co.—"It is generally approved."

Richland Co.—"People are universally satisfied, and several districts have adopted the plan since the annual meetings. There are probably about twenty of our districts that furnish books."

Rock Co., first district.—"The plan of free books is in operation in only two or three districts, and works well, but some take exceptions to it."

Rock Co., second district.—"In the two districts which have adopted the plan of free books, it has worked admirably, increasing the interest and attendance decidedly. I hear no complaints from those districts against its workings, but, on the contrary, hearty approval."

In his special report the superintendent says: "For the interests of the schools it is, in my opinion, far the best plan. It gives the teacher a much better opportunity to select the proper grade of books and studies, suited to the capacities of the several pupils, and also furnishes a full supply of books at the commencement of the term, when the classes are being organized."

Sauk Co.—"Free text-books are used in eight or ten districts, and, while meeting some opposition, are winning advocates. This plan has my preference as book matters now are." As already shown, the superintendent says the advantages of district purchase and free supply make him "wish them obligatory instead of optional."

Taylor Co.—The superintendent of this county writes that two districts have tried the plan of district purchase and free books "with the greatest dissatisfaction," because the "board and teachers do not exercise their powers in taking care of the books and have them left with the board at the close of the term of school."

Vernon Co.—"About twenty districts have purchased text-books, under chapter 315, laws of 1875, and sell them to scholars at cost. Nearly one-half of previous prices is saved by this method and, as far as adopted, the provisions of the act give entire satisfaction. It is likely that many more districts will make appropriations for a like purpose."

Walworth Co.—"It is not in operation in any of the schools, but next season I shall make a strong effort to introduce it into my eleven graded schools on the score of saving money, etc. In the country, I don't advise any change at present, as the schools are well supplied, and the books, as I said before, are quite uniform."

Washington Co.—As above quoted, the superintendent says:

"A few districts in this county have already adopted the free text-book system prescribed by our school code, and it gives universal satisfaction."

Waukesha Co.—"The plan of free books is adopted in a few districts, and I have not heard of any dissatisfaction."

Wauushara Co.—"Very successful, yes;" and the superintendent says in his special report: "nearly all districts now purchase text-books and loan them to the pupils."

IS FURTHER LEGISLATION NEEDED?

(3) Is there any demand, on the part of intelligent people, for any further text-book legislation, and in particular for a law to enforce uniformity of text-books in all the schools of the state? In your judgment, is any further text-book legislation needed in the interests of the schools or of the people? If so, what would you suggest?

Adams Co.—To (4)—"I do not think there is."

To (5)—"None."

Ashland Co.—"I do not know of any demand for further text-book legislation on the part of the people, and don't think any is needed in the interest of the schools or people."

Barron Co.—"With this thought in mind I do not consider any more text-book legislation necessary. Among a number of reasons which might be given in support of this view, I would mention the following: 1. We now have the best books in the world from which to select: 2. The law permits a change of text-books once in three years; whereas under the proposed law no such privilege is accorded to local boards, no matter how greatly a change might be desired. 3. It is highly improbable, all things considered, that the books would be supplied at less cost than at present. And, I might add, we have no assurance that school officers or the people would be any more prompt in securing the necessary supplies of books than they now are."

Buffalo Co.—"There is no demand for more text-book legislation, nor any agitation whatever for a law enforcing state uniformity of text-books." "In my judgment no such legislation is needed; any of it would do more harm than good. Of local papers, German and English, that I read, not one, except the *La Crosse Nord-Stern*, is in favor of such legislation. It has, however, not yet presented any real arguments in favor of the same."

Clark Co.—"Not as far as I know."

Eau Claire Co.—"I have never heard from any persons, excepting editors and office seekers, seemingly desirous to remedy all evils actual and imaginary, any desire expressed for further text-book legislation. Those who see the great need of a text-book law claim an interest in it only for the sake of economy.

"For my own part, I can see no advantage whatever to be gained by further legislation. I believe all the evils in connection with

school books from which the people are suffering may be easily and at once remedied by the laws now in existence. I have before me the list of text-books furnished under the Minnesota text-book law of last winter. The cost of the series is \$4.67. I have recommended for the schools of this county a series of books offered by publishers to every district, through circulars sent to school officers, for \$4.83. These books are among the best published in the United States, both in literary excellence and mechanical execution. All have stood the only test which can be applied to school books, actual use in the school room, and have received the hearty approval of many distinguished teachers. There is a difference of sixteen cents in favor of the Merrill (Minn.) school books. I have not seen any of them, and do not know how they compare with the series which I recommend. I think it a safe supposition, however, that books prepared for a single state in which all competition is out off by law, are not likely to be as good as those which have the whole United States for a market, and which must compete with many others."

Green Co.—"In most cases the boards purchase the books from the publishers and furnish them to the pupils at cost. The people, so far as we know, are well satisfied with what is being accomplished under the latter law. But under the best law that could be enacted, with our present system of having district boards attend to this matter, we will have more or less inconvenience. A good superintendent can do a good deal in helping in the selection and adoption of text-books, but he cannot do all; and I am well satisfied that we ought to have a town board of education to attend to this and some other matters, and have at least a town uniformity in text-books."

Jefferson Co.—"Some are in favor of further legislation, but as far as my observation extends, there are three opposed to one in favor. I would suggest that chapter 315, laws of 1875, be so amended as to make it the duty of the board to purchase suitable text-books, after having complied with sec. 53, ch. 155 of the school code."

Lincoln Co.—"I have heard none. It seems to me that it would be better to try the present text-book law a little longer first."

Manitowoc Co.—"But few districts have tried the purchase plan further than to purchase for first introduction. Some of these districts are contemplating the purchase of books in quantity for continued use in the schools. In the main, satisfactory results are reported. I know of no district in which the free text-book plan has been tried. If at all practical with us, it is of the future."

"There is a general demand for *cheaper* text-books, and, I believe, the people generally are favorable to any policy or legislation contributing to that result, not absolutely hurtful in tendency. A latent desire exists for state uniformity, but not of a character to accomplish anything of importance."

"If the power were given to district boards to control the matter of district purchase, rather than to the school district, a large number of districts would adopt the plan. The power to purchase and

sell might be given to boards at their option, and the more extensive power of purchasing and renting or loaning withheld. Many boards would assume the risk, personally, were they legally authorized to do so."

Marathon Co.—"The plan of purchase gives general satisfaction. The plan of free books is in operation, works successfully, and meets the approval of the people. There is no demand on the part of the people for any further legislation on text-books. Intelligent people deprecate a law to enforce uniformity in text-books in all the schools of this county. In my opinion no further text-book legislation is needed for the schools of this state."

Marquette Co.—"Each town should have a uniformity of text-books."

Milwaukee Co., first district.—"Upon inquiry, I find there is no demand on the part of the people, for further text-book legislation. At present the district boards have power to secure uniformity of books in *their* districts. In my opinion, as long as adopting a series of text-books is left with the district boards, we will never have uniformity of books. I am of the opinion that the state and county superintendents should have more power in the matter. Would it be wise to have county superintendents, acting under the advice and instructions of state superintendent, adopt a series of text-books for their counties, or for the towns of their counties, making as few changes as possible to secure uniformity?"

Milwaukee Co., 2d district.—"We have *all* the text-book laws that we need, and there would be much opposition to any law attempting to enforce a uniformity of text-books throughout the state. The only law in reference to the matter that would be of any service to the schools would be a law requiring each school district to adopt *some* series of text-books."

Monroe Co.—"The general opinion is that there is nothing material to be gained in state uniformity; or rather that the loss in some particulars would exceed the gain in other directions, and that state uniformity is not desirable.

"I have not sufficiently studied the text-book question to suggest improvements in the present law. The particularly weak feature of our common school system seems to be the placing of dictatorial or discretionary power upon persons who have not the knowledge or understanding of school work that enables them to use their authority for the best interests of the work. I believe the "township school law" an improvement, but being left optional it is of little or no benefit by reason of towns refusing to adopt it."

Pierce Co.—"No demand for further legislation, I believe. I would consider it profitable to pass a law *compelling all* districts to purchase, instead of leaving it optional. Perhaps not at once, but whenever they adopt or change books. Allow districts to select their own series."

Polk Co.—"I think not. Would prefer to try the law as it is."

Richland Co.—"There is no demand for further legislation, where the people understand the laws now in force. No further legislation is necessary, and especially in the direction of state uniformity."

Rock Co., 1st district.—"There is not much of a demand for further text-book legislation on the part of intelligent people. A few advocate text-book uniformity throughout the state—not a majority, however. In my opinion, no further text-book legislation is needed, at present. It is no easy matter to convince the masses of the utility of any newly made plan, however well it may have been systematized, until it has been thoroughly tried, and they actually see the benefits derived from it. I think after the present plan is more thoroughly understood, and districts become more familiar in operating the plan, it will meet with general approval."

Rock Co., second district.—"There is a very general belief on the part of people well posted in the matter, that no further legislation is needed, especially to enforce uniformity of text-books. I cannot see why the present laws are not all that are needed on the text-book question."

Sauk Co.—"Many intelligent people heartily sympathize with efforts to further cheapen text-books, not alone from self-interest, but as friends of common, *lower* education. They do not interest themselves about state or county uniformity, rather preferring local selection. The advantages which district purchase and free supply carry in their train, as cheapness, uniformity, regular and local supply, a little credit to the district once in a while at times when cash could not be wrung out if *individuals bought* locally, etc., make me wish them obligatory instead of optional."

Taylor Co.—"I have not heard any demand for any further legislation on text-books. It would cause a general dissatisfaction to pass a law to secure uniformity of text-books throughout the state."

Trempealeau Co.—"Two gentlemen who served as clerks in the last legislature are somewhat clamorous for such a law. Beyond *that*, there is no demand or even desire for any such law, so far as I am acquainted. In my judgment any text-book legislation, or any movement in that direction, would be a disturbing element prejudicial to the interests of education in the state."

Vernon Co.—"About twenty districts have purchased text-books, under chapter 315, laws of 1875, and sell them to scholars at cost. Nearly one-half of previous prices is saved by this method, and as far as adopted the provisions of the act give entire satisfaction. It is likely that many more districts will make appropriations for a like purpose. In our opinion, we have all the legislation on the subject of text-books that the interests of our schools demand."

Walworth Co.—"There is no demand here for further text-book legislation. In this old settled county we do not experience the same difficulties that may arise in the northern or less wealthy and intelligent counties of the state. I think no more legislation is needed."

Waukesha Co.—(4) "I do not think there is." (5) "I think if we could have a uniformity of text-books it would be better for the schools of the state."

Washington Co.—"The text-book question with us has been and is a vexatious one, as I believe it is everywhere where they

have a free school system. My own opinion is that its solution is to be found in adopting the plan of district purchase. It seems to me that in this way every evil growing out of the prevalent haphazard purchase of books will be eradicated, and the possible and probable danger of fraud and dishonesty to grow out of a state publishing system will be avoided. This being my view upon the subject, it is needless for me to say that I do not think any further legislation on the subject is necessary.

"A few districts in this county have already adopted the free text-book system prescribed by our school code, and it gives universal satisfaction. Many more districts are about adopting it, and have sent committees to consult with us regarding the selection of books. I say, stop legislation where it is, and if the county superintendents will make the proper effort in co-operation with the state superintendent, it will be but a few years before we will have all the uniformity of text-books desirable, and free text-books in almost every school."

Wauvhara Co.—"At the time I made my annual and special reports, 53 districts purchased text-books. Now about 75 out of the 92 in the county do so, and it is doing good work. I believe in district purchase of text-books. * * Nearly all * * loan them to pupils." The plan is "very successful. I think that a state law in favor of uniformity would prevent much quarrelling over the rival claims of publishing houses."

TEXT-BOOKS IN CITIES.

Three cities of the state, Watertown, Grand Rapids and Berlin, already purchase and supply, through their school boards, the text-books used in their schools, Watertown furnishing them free to the pupils, Grand Rapids selling at cost, and Berlin charging a fixed sum per term for their use. Having sent to the superintendent or principal in each city a note of inquiry respecting the working of the new plan, I give the following extracts from the replies received:

GRAND RAPIDS.

From Supt. Chittenden:

"The books are bought directly from the publishers, and thus are obtained at the lowest possible rates. They are sold to our scholars at an advance upon cost just sufficient to cover freight charges, etc., settlement being made with the publishers every thirty days. I am unable to say how long the system has been in operation, the records of the board prior to my accession to office having been somewhat carelessly kept. I think, however, that the board first undertook the business of supply a year ago last September, or thereabouts. At first purchases were made by the

principal, who also took charge of sales, turning over all cash received to the treasurer, who made payment. This plan, however, working somewhat unsatisfactorily in several respects, a change was made in September last. At that date the superintendent took charge of the whole business, purchasing books as they were needed, receiving cash for all sold, and making all settlements according to contract with publishers. Since then everything has worked smoothly.

"As far as I know the plan gives general satisfaction; the scholars are supplied with all books needed at very low rates, and teachers are free from all embarrassment in regard to their classes. Our local dealers are perhaps losers to a certain extent, but I hear no serious complaint even from them. Almost all books used are bought from Barnes & Co., and Ivison, Blakeman & Co., New York and Chicago."

BERLIN.

The following rules adopted by the board of education were sent by Principal Stewart.

I. This shall be called the Berlin School Text-Book Library.

II. A separate library shall be kept in each school building in the city, in a suitable place provided by the school board for that purpose; and each library shall contain all the books necessary for the use of the scholars attending school in such building.

III. The books shall be for the use of all scholars attending the city schools, subject to the rules hereafter adopted.

IV. These books shall be distributed by the person or persons appointed by the school board for that purpose, on the first day of each term, and at such other times as the superintendent or principal shall deem necessary.

V. The person or persons appointed for the distribution of the books, shall keep a record book which shall contain the name and grade of each scholar to whom books are delivered, together with the number, name, and date of delivery and return, and condition of each book at each time. Also an account of the amount of rental and deposits. Such record shall be kept separate for each department of the school.

VI. Each scholar receiving books shall pay the following rental in advance:

In the primary department, 50 cents per annum, for the use of all books necessary during such year.

In the intermediate department, \$1 per annum.

In the grammar school, \$1 per annum.

In the high school, \$3 per annum, or \$1.25 per term.

Each scholar receiving books shall, in addition to the rental, deposit, each term, as follows:

In primary department, 25 cents.

In intermediate department, 50 cents.

In grammar school, 75 cents.

In high school, \$1.

The conditions of the above deposit are, that if, upon the return of the book or books, they shall be found to be in as good condition as when taken, ordinary wear and tear excepted, the whole deposit shall be refunded; otherwise, a proportionate amount of the deposit shall be forfeited to the library fund, according to the damage to the book or books; the amount of such damage to be determined by a person appointed by the board of education for that purpose. If the book is not returned at all, the scholar shall forfeit the above named deposit, and pay in addition thereto a sum sufficient to equal the value of such book.

VII. All scholars having such books as are hereafter to be used in the city schools, can present them to the librarian, and receive therefor credit for the amount of their value, which credit shall apply on the rental of books they may need thereafter; such value to be determined by the school board, or by some person or persons appointed by them for that purpose.

Mr. Stewart sent the following explanation and comments:

In Berlin, as you see by the rules, the old books in the hands of the pupils were bought and put in with the new to be loaned back for use in the school. The old books were rated as A, good; B, fair; C, poor; and the rating marked on the labels. Renting is optional. About one-third, perhaps less, rent; but the larger portion are in the higher grades. The plan is not unpopular, nor yet is any one enthusiastic over it. I do not see that the care of books in the school is in any way bettered by the change, nor is it any worse.

There are serious difficulties in this plan. The principal, appointed by the board, is burdened with an extensive book account with the pupils. When books are returned, he has to decide anew their rating, and impose fines for misuse. After a book has passed out two or three times, and a long time has intervened, it is difficult to fix any responsibility. "It was so when I received it," is hard to disprove. Any little neglect, in the hurry of giving out or taking in the books, may be the cause of serious complaint. Nor do I see that the teachers have any better chance to care for the books than though they belonged exclusively to the pupils.

The clerk informs me that it will take about three years to determine the profit or loss on the investment. On the whole, I prefer the sale, as at Grand Rapids, to the loaning system here; though the latter has one advantage: convenience in changing pupils from one class to another. But as only about one-third rent their books, this can not be considered as very important by the patrons. Stationery is not furnished in either city.

From my experience in all kinds of school work, I should advise districts either to loan the books free, or to sell them at cost. I am satisfied that, with experience, the law is adequate to remove most of the evils of the old individual system, and still leave the people in full control of the manner of books to be used in each district.

WATERTOWN.

After careful investigation of the plan of free books by the school board of this city, nearly one year ago, the board unanimously endorsed it and recommended it to the common council for adoption. The latter body also, by a unanimous vote, authorized the board to purchase the books and inaugurate the reform. Supt. Beber writes:

"The saving in cost by purchasing direct from publishers, compared with usual retail prices, is about 40 per cent. There is also a larger saving in books under the old system a great many books were never used up, but thrown aside when the pupil was promoted or left school. Now all books are used until worn out. The large majority of scholars keep the books furnished to them well, and they will consequently last a long time. A few, especially small pupils, use them up more quickly. For books wantonly or carelessly destroyed, we find very little difficulty in getting the price paid back. Objections to the system amongst our citizens I have heard but few, and these few emanate mostly from parties opposed to public schools in any shape."

"About the annual cost of furnishing books per pupil, it is not possible at such an early date to form a quite correct estimate. However, it is my belief that after the first installment, which costs considerable more, it will be from 30 to 35 cents per pupil for every school year."

"One of the greatest advantages secured by the introduction of this system is a better attendance of pupils, and the very important fact, that all, whether rich or poor, are supplied all the time with every necessary school book. I sincerely hope that ere long a great many of our cities and villages will avail themselves of the advantages to be secured by the adoption of the free text-book system."

Principal Bernhard, of the same city, writes:

"Concerning the financial and administrative aspects of the question, Superintendent Bieber, I am informed, has reported to you. Still permit me to join him in the statement that, as far as our experience goes, the results fully agree with the plain teachings of political economy, in promising to our citizens collectively the annual saving of hundreds of dollars for the future, and to our pupils a better supply of the substrata for successful study than they ever have enjoyed before. But however acceptable these advantages may be, I do not hesitate to place a much higher value on the important results which the free plan will exhibit with regard to general government and discipline, and on the great influence it will have in improving the moral and intellectual powers of our youth.

"According to our rules, the teachers have control of the books,

being responsible to their respective principals, who, through the superintendent, report at the end of each term to the standing committee on text-books. The teacher keeps an account with the pupil. If the books are not injured, except the natural wear and tear, no charge is made; otherwise the cost price of the book is collected. If the parents of the pupil refuse payment, the pupil is suspended forthwith, and the fact reported to the superintendent. If teachers neglect to report in time, they are responsible for any loss thereby incurred.

"Now, all this enforces upon the teachers the most careful attention to the well keeping of the books used in their classes, and as far as I can see, they do this to an extent to which they never have done it before the books were furnished by the Board, though it was then as much their duty as it is now. This naturally reacts on the pupils, and through them even on the parents. The teachers do not wish to see the books dirty; well, then, the pupils must keep their hands clean; with cleaner hands come cleaner faces, etc., that is, habits of neatness and good order. It is an old truth that extra exertion in one branch of discipline naturally reacts on others, and thus I feel sure that the free text-books will help to improve discipline and government in general; nay, I am sure they have done so already. I see a noble emulation arise among our teachers, wherein the majority of the pupils join; dirty and disorderly scholars begin to be aware that they are despised, and thus many are corrected.

"The influence of the free book plan on the intellectual improvement of our youth will, it seems to me, in the course of time, be just as incisive. * * * It will increase the length of school-attendance; especially it will bring a larger number of pupils into the upper grades. I know how many poor children have to leave school because their parents cannot procure, or though they can, do not want to procure, the more costly books used in the higher grades.

"It will increase the number of pupils taking up the whole programme in every grade, doing away with the fragmentary character of an education based on select study, and thus enable our high school to furnish a larger number of pupils fit and well prepared for admission into the higher institutions of the country. * * *

"We do not furnish to our pupils any stationery free of charge, but the superintendent is authorized to sell to them penmanship and drawing books at cost price. I am not now prepared to include stationery in the free-book plan."

THE FREE PLAN IN OTHER STATES.

My three former reports have contained abundant evidence of the success and popularity of the plan of free books in other states. They have conclusively proved that this plan is no longer an experiment. They show that text-books have been entirely free in the public schools of the city of New York for more than forty years;

that they have been so furnished in Newark, N. J., for twenty-five years; in Patterson, N. J., ever since the schools were organized; in Lewiston, Me., for five years; in Fall River, Mass., for four years; in Bath, Me., for eight years; in Batavia, Ill., for ten years; and that for several years books have been free in some hundreds of districts in Kansas.

Of the numerous other localities, not specially designated in former reports, where free books have been approved and adopted, I will mention only Philadelphia, from which the reply to my circular letter of inquiry was received too late for insertion in the report for last year. The secretary of the school board informed me last spring that in that city, text-books "are supplied to all"; that they have "always been supplied to pupils;" that they "are supplied at least one-third cheaper than they can be purchased by pupils"; that the result is a "larger attendance;" that the plan is "very satisfactory;" and that the cost "averages \$1 per pupil per annum, including all schools, high and normal." Accompanying the answer was a printed "list of books and stationery furnished to the public schools of the city of Philadelphia, with the prices annexed."

The following extracts from recent educational reports indicate a wide-spread and growing conviction among the best educational authorities, that in the free plan, now in successful operation in Wisconsin, is to be found the best practicable solution of the troublesome text-book question. Says Hon. Warren Johnson, late State Superintendent of Schools of Maine, in one of his reports:

"At first thought it would seem sufficient provisions have been made for the education of *all* our youth, when the school-house and the teacher, shelter and tuition, had been freely granted at public expense. The pupil, however, can accomplish but little without books — his tools. To furnish these at private expense proves in many instances a hardship, particularly to poor parents with large families, and more especially to the itinerant laboring class. To lighten this burden, some states have established regulations by which the same series or editions of text books should be used throughout the limits of the state. This plan has not invariably been successful. Within a few years it has occurred to some of our most intelligent communities that the burden can be entirely lifted from the classes indicated by furnishing books at public expense, precisely as school shelter and tuition are. The advantages of this plan were alluded to in my last report, and the experience of the city of Bath was brought in testimony as presented in the re-

port of Supt. S. F. Dike. I am pleased to call the attention of school officers to this important feature again this year, by presenting the following communication from Thomas Tash, Esq., superintendent of schools, city of Lewiston. The plan is equally desirable and possible in *all* our towns, and, it seems to me, would be readily adopted by our people, if school officers would clearly present the same for their consideration at the annual town meetings. By reference to section 6, school laws, it will appear that sufficient authority is given towns to accomplish this desirable object, broadening present school facilities with immense advantage to children and large saving of expense to parents."

Hon. E. H. Apgar, now and for many years past the efficient superintendent of New Jersey, says:

"There is no reason why the purchase of books should not be met by a common tax, as well as that incurred for erecting school houses, hiring teachers, or purchasing fuel. The custom is common in the cities, and there is no reason why it cannot be introduced in the rural districts with equal facility and advantage."

Hon. John Fraser, superintendent of public instruction of Kansas, says in his report for 1875:

"If text-books are owned by a school district, uniformity of books can be secured, in that district, without any trouble; and classes can be formed at the opening of the school, and pupils, on entering, can be classified without any waste of time arising from the negligence or unwillingness of parents or guardians to furnish text-books. * * * According to the report of the past year, 338 school districts own their text-books. * * * Having conversed with many persons belonging to districts that own their text-books, I have learned from them that the plan works acceptably where it has been fairly tried."

In his last report (1876) Mr. Fraser says:

"I still believe this plan to be the best solution of the question of text-book uniformity, at the least expense to the people."

Hon. Ezra S. Carr, superintendent of public instruction of California, says, in the last biennial school report of that state:

"No subject has attracted greater attention from the educators of the country during the past two years, or has been more generally recommended, than that of supplying free text-books to the public schools. Having been successfully tried forty years in the city of New York, thirty in New Jersey, eight in the state of Illinois, from five to ten in many eastern cities, where the cost of books has been reduced from three dollars to from seventy-five cents to one dollar for each child, it cannot be regarded as an experiment. From the mass of testimony added, I have no doubt that this plan would increase the attendance and efficiency of the schools."

And prefacing several pages of my last year's report, reprinted in his own, Dr. Carr says:

"The following extracts from the last report of the superintendent of public instruction in Wisconsin exhibit the present status of the free text-book question. May not the right to choose, purchase, and own their text-books, under proper restrictions, on the part of trustees and boards of education, thus recognizing the right and capacity of the people for self-government, be a solution of our present text-book dilemma?"

Hon. Chas. S. Smart, state commissioner of common schools of Ohio, in his report for 1876, says:

"How many of these children out of the public schools, or irregular in attendance, are out or irregular because their parents are unable to buy the books required, I am unable to say. There can be no doubt that many of the independent poor prefer to let their children stay out of school rather than to accept the *charity* offered to the indigent by the board of education.

"We have a public school system wise, beneficial, extending to all, the rich and the poor alike, the privileges of a common school education, and *any influence or interest* within the system, or extraneous to it, which excludes, or tends to exclude, any child of school age, rich or poor, white or black, from the privileges of this education, intended to be *free*, is in antagonism with the interests of the public, and should be frowned down by popular sentiment, or restrained by legislation."

And best of all, Superintendent Wickersham, of Pennsylvania, whose ability and large experience make his opinion peculiarly valuable, gives his unqualified endorsement to the free plan, in his last annual report, some advance pages of which I have received. He says:

"On the whole there seems to be no better way of treating this subject of text-books, than for boards of directors to furnish them as they do school apparatus and appliances, free to all pupils attending the schools. This plan has several very obvious advantages: it lessens the cost of the books one-third, if not one-half; it secures perfect uniformity of books in each school district, and, consequently complete classification of the schools; it saves the expense of purchasing new books, upon changing residence from one district to another; it does away with the invidious distinction that is apt to prevail among the pupils of a school where some procure books at the public expense, and others provide them at their own; and it enables teachers to advance their classes when prepared, and to introduce new studies, without meeting the difficulties usually thrown in their way when additional books are to be purchased. These are important advantages."

After answering objections, he adds:

"Philadelphia has furnished books to the schools, with other supplies, for many years, and all the leading school-men of the city approve of the plan. Books are also furnished free in a considerable number of school districts in different parts of the state, and in them all, so far as is known, the plan meets with general approval. The same is true of many places that might be named outside of the state."

"As it is somewhat doubtful whether the law, as it now stands, gives school boards the legal right to purchase books to be furnished free to all the pupils in the schools under their control, I recommend the passage of a law, allowing them to use their discretion in the matter."

As well for the practical hints they contain respecting the proper management of the free-book system, as for the convincing evidence of the success of that system after full trial in three other states, I reprint the following letters from my last annual report. They were received in reply to a circular requesting answers to certain questions:

From PATTERSON, N. J.:

"Q. 1. To what extent are text-books furnished free to the pupils in your schools? Ans. All are furnished with the books required.

"Q. 2. How long have they been so furnished? Ans. I cannot tell, but I think it has been so since the schools were organized.

"Q. 3. What are the results in respect to economy? Ans. It is a great saving.

"Q. 4. What are the results in respect to school efficiency, attendance, etc.? Ans. Excellent.

"Q. 5. Are the books as well cared for by the pupils as if owned by them? Ans. They are.

"Q. 6. Does the plan give general satisfaction to those concerned? Ans. It does.

"Q. 7. What are your regulations governing the distribution of books? Ans. Each pupil must replace any books lost, damaged or destroyed. I send you my last annual report, in which you will find question seven fully answered. Very respectfully,

"WM. J. ROGERS,
"Superintendent."

The above shows all the questions of the circular.

From FALL RIVER, MASS.:

"Answer to question 1. All the text-books and stationery used in the school are furnished free.

"Answer to question 2. They have been so furnished nearly four years.

"Answer to question 3. The cost is not one-half, under this arrangement, what it would be if each pupil furnished his own.

"Answer to question 4. The books are now ready on the first day of each term, and the attendance is very much improved.

"Answer to question 5. The books are very much better cared for. This may seem strange to you, yet it is a fact.

"Answer to question 6. It gives general satisfaction. I have yet to hear the first complaint against the plan.

"Answer to question 7. See enclosed label (given below).

"Yours very truly,

"W. CORNELL, JR..

"*Superintendent of Schools.*"

<p style="text-align: center;"><i>Seal of the City here.</i></p>	<p>PUBLIC</p> <p>SCHOOLS.</p> <hr style="width: 10%; margin: 10px auto;"/> <p>THIS BOOK BELONGS TO THE</p> <p>CITY OF FALL RIVER.</p> <p style="text-align: center;">It is lent to the Teacher of</p> <p style="text-align: center;">Morgan Street Grammar School,</p> <p style="text-align: center;">Room No., Book No.</p>
<p>Books must be accounted for to the Superintendent by the teachers at the close of each term.</p> <p>Teachers may allow pupils to carry their books home for study, but in case of loss or material injury, the book must be replaced at once by the pupil.</p> <p>To mark upon or otherwise deface any book furnished by the city must be regarded as a serious offense.</p> <p>Teachers shall be held responsible for the proper account and care of books.</p>	

From NEWARK, N. J.:

The following valuable information comes from this city:

"NEWARK, N. J., *February 3, 1877.*

"*Dear Sir:*—1st question.—Ans. I send you a list of books, stationery, etc., furnished entirely free. (The list embraces everything used in all grades, from primary to high school, inclusive.)

"2d question.—Ans. Twenty-five years.

"3d question.—Ans. As it regards economy, the accounts show that for the last ten years the books and stationery have cost an average of less than 75 cents a year to each pupil, including primary, grammar and high schools.

"4th question.—Ans. Under this system there is no excuse for a pupil's absence on account of the necessary books or implements for work; consequently we believe the attendance is more regular, and pupils will necessarily progress more rapidly than they otherwise would, thus adding greatly, we believe, to the efficiency of the schools.

"5th question.—Ans. I believe they use their books in school as well as if they were their own. Primary pupils are not permitted to take their books home, and others only one book for studying a lesson. Pupils are required to cover each book with strong cloth. The books given to a class are examined every two weeks by the teacher. If any book is lost or willfully marred or defaced, the pupil is required to pay for such damages, on penalty of dismission.

"7th question.—Ans. Proposals are solicited from several parties for furnishing books as they may be needed, according to schedule furnished. The one who receives the contract prepares himself with the necessary supply.

"When a principal needs books for his school he makes an order on the secretary, keeping a duplicate himself. The secretary approves or refuses as he thinks wise, and keeps a duplicate in a book purchased for the purpose,— then the order is sent to the contractor who supplies the order to the schools. A class receives a set of books, which they use until they are promoted to a higher grade.

"These books are left behind for the class below, and so everything in that grade in the way of books, stationery, etc., remains until worn out.

"I believe the method adopted of furnishing books, etc., is a saving of 50 per cent. to the patrons of the schools, over that of each pupil furnishing his own.

"Please find below the average number of pupils enrolled, and the entire cost of books and stationery for the years 1873-4-5-6:

<i>Years.</i>	<i>No. Pupils.</i>	<i>Cost.</i>
1873 - -	10,302 - -	\$7,607 10
1874 - -	10,867 - -	7,649 05
1875 - -	11,518 - -	8,183 07
1876 - -	12,198 - -	8,223 10
Total - -	44,885 - -	\$31,662 32

"This aggregate cost includes books, etc., for the evening schools, the cost of which is about \$300 a year, and the evening school pupils are not included in the number given you. So that the cost for the day school pupils will be a trifle less than the sum I named— about 70 cents.

Respectfully yours,

"GEO. B. SEARS,
"City Sup't Public Schools."

From CITY OF NEW YORK:

Hon. Henry Kiddle, city superintendent, writes as follows:

“OFFICE BOARD OF EDUCATION,
NEW YORK, *February 8, 1877.*

“*Dear Sir:*—Yours, with interrogations in regard to text-books, received, to which I take pleasure in responding:

“(1.) Text-books are entirely free in New York.

“(2.) Upwards of 40 years.

“(3.) I cannot answer this question. Of course, the supplying of books adds a large amount to the expenses of the system. Whether, on the whole, the books would cost more or less if supplied by parents, I am unable to say. There is, however, great economy of time to our principals in the system of free books.

“(4.) I have no statistics bearing on this point. There can be no doubt, however, that the schools are more efficient and the attendance of pupils larger, by the operation of the system of free books.

“(5.) We enforce the greatest possible care of text-books by the pupils.

“(6.) No dissatisfaction has ever been expressed with the school law on this account.

“(7.) I send a copy of the manual of the board, from which you will be able to obtain a full answer to this interrogatory. I shall mail also some blanks, etc., referring to the matter.

“With much esteem, yours truly,

“HENRY KIDDLE,
“*City Superintendent.*

From LEWISTON, Me.:

The following letter is from Thomas Tash, Esq., whose admirable communication published in my first annual report was one of the strongest arguments for free books there presented:

“OFFICE SUPERINTENDENT PUBLIC SCHOOLS,
LEWISTON, ME., *February 3, 1877.*

“*Dear Sir:*—Yours of the 27th inst. is at hand. I send you two copies of the city school reports, in which the answers to your questions are satisfactorily given. As time brings us experience, the ‘free text-book’ plan commends itself still more favorably. Should you have in your office our state superintendent’s report, 1873, on page 70, etc., you will find our experience stated, since fully verified. I will also here answer your questions in order but briefly, hoping it may be of some service to you:

“1. We furnish text-books and every other needed school appliance to all our schools of every grade.

“2. We have furnished in this way about five years.

“3. School books, stationery and other appliances do not cost the

city much, if any, over half the cost to citizens; and if we consider the *time books are used*, not nearly in that proportion.

"4. Free text-books add greatly to the convenience and efficiency of our schools, and much to school time. Teachers fully concur in this.

"5. Books are much better cared for than when owned by pupils, and are entirely free from penciling and obscene drawings, etc.

"6. *All* express themselves satisfied with the plan; none would *care* to oppose, I fancy. The people are for it, so politicians cannot be against it.

"7. Books are furnished to the schools, for the use of the scholars, under the direction and care of the teachers, who are held responsible for their use, and to see there is no abuse. Children carry them home freely, but all are kept in the school rooms in vacations. Each book is stamped with city or office stamp, and properly labeled. Reader, speller, arithmetic, etc., No. 1, is placed in desk No. 1; 2 in 2, and so on; so each child is responsible for that number. If they change desks, child No. 1 may be charged books No. 1, etc., so books can be easily looked up in case of question.

"All books, so far, have been purchased by the superintendent of schools, directly of publishers, at 40 per cent. off retail prices. When we exchange books we get one-half and 10 per cent., or 55 per cent. off retail prices. Books have been distributed to teachers from superintendent's office, on their order. This adds to the work of the office. We now propose to allow one of our merchants 5 per cent. on cost, the cost being same as above, and we order of him, or sanction teachers's orders; then the city will deal with but one person, and this office will be relieved of all the work of receiving and delivering material. This, I think, will suit us much better, and the expense be, on the whole, no more.

"Hoping that, as a state, Wisconsin may lead off in *requiring* all needed school material furnished free to her schools,

"I am, respectfully,

THOMAS TASH."

I think it has now been made clearly apparent:

1. That under the privilege of district purchase, authorized by an existing law, text-books can easily be obtained at a saving of at least 40 per cent. from the recent retail rates which have been a source of so much complaint.

2. That the plan of free books is more economical than the plan of individual purchase and ownership, even if the first cost of books were the same.

3. That the plan of district purchase insures perfect uniformity of books in each district where it is adopted.

4. That free books, besides being economical, possess obvious and marked advantages from the educational point of view.

5. That the plan of district purchase is working successfully in all quarters of the state, is popular, and is rapidly spreading.

6. That the free plan is almost universally successful and popular wherever tried in this state, and is winning approval and adoption in other states.

STATE UNIFORMITY.

There now remains the question, Would there not be large *additional* advantages in state uniformity? Granted that under existing laws, district purchase saves to the people 40 per cent. of the recent prices of school books, would not a law compelling all schools to use one series of books, and, perhaps, all boards to purchase of one "contractor," cause a saving of ten or twenty per cent. more?

I shall endeavor to answer this question candidly and intelligently. There is no reason to doubt that any one of the best known eastern publishing houses could afford to and would be willing to contract with the state of Wisconsin to supply our schools with approved and satisfactory text-books, for a period of ten or fifteen years, at an average discount of at least 60 per cent. from recent retail prices, or 20 per cent. below the price now paid by district boards. The monopoly for the entire state, however, must be guaranteed, and the books must be received in bulk by the state, or at least by the counties, and must be promptly paid for. In view of the exclusive, largely increased, and secure wholesale trade with the state, involving on the part of the publisher no outlay for agents, for advertising, for gifts of examination volumes, etc., etc., such a contract would doubtless be more profitable than the present competition, with more limited sales, and the attendant heavy expenses.

But how is the state to guarantee to the contractor a monopoly of sales for a period of years? The usual answer is, By making it a misdemeanor, punishable by fine or imprisonment, for teachers or school officers to use or allow to be used in the schools, other books than those prescribed by state authority.

This method, however, of securing the exclusive use of a particular series of books in the schools *has been abundantly tried in several other states and has uniformly failed.* State uniformity cannot be secured by this means. Multitudes of people in multitudes of districts will not believe it a proper "misdemeanor" for their own school officers to select text-books, as well as to care for other school interests, or for their children to continue to use the satis-

factory books that may have been already authorized by the board and paid for by hard earned money. Cities almost universally insist upon the privilege of local selection, and they are usually expressly exempted from conformity by a provision of the law itself, as now in Minnesota. In country districts no one cares to bring an action against a teacher or board for that violation of law which is simply involved in allowing things to "drift," and after a few well meant but abortive efforts at conformity, mostly in rural districts, the law is quietly ignored after having done no good, and sometimes a positive injury.

EXAMPLES OF FAILURE.

As evidences of the failure of laws to secure text-book uniformity in other states, I cite here merely the examples of Vermont and Minnesota. I recently addressed a letter to the superintendent of education of Vermont, asking for information respecting the working of the text-book law of that state. Substantially the following questions were asked:

"(1) To what extent did the law secure uniformity? (2) Did it cheapen the cost of books? (3) Would the superintendent recommend to Wisconsin a law to secure uniformity of text-books throughout the state? (4) Did the Vermont law apply to all grades of schools?"

The following reply was received:

STATE OF VERMONT,
Office of Superintendent of Education,
RANDOLPH, November 15, 1877.

HON. EDWARD SEARING, *Madison, Wisconsin:*

DEAR SIR:— To your letter of November 8, 1877, I reply: 1st. Uniformity of text-books was never secured through our state by our law on the subject. The variety of text-books was somewhat diminished, but the law was never popular, and it was repealed in 1874. A recommendation made under the law continues till November 1, 1878, but is not much observed.

2d. I do not think the plan adopted cheapened books to the people to any appreciable extent.

3d. I do not recommend a law for securing uniformity of text-books throughout a state.

4th. Our law applied to all grades of public schools.

Very respectfully,
EDWARD CONANT, *Supt. of Education.*

An attempt was made in Minnesota, by the law of 1868, to secure uniformity and to regulate the price of text-books. President Wm. F. Phelps, of our own Whitewater State Normal School, formerly for many years at the head of the Winona, Minnesota, Normal School, and thoroughly conversant with the working of the Minnesota text-book law, wrote in February last in reference to that law: "The attempt to force uniformity by legislation in Minnesota, some eight or nine years ago, resulted in utter failure, and left the schools in a far worse state than it found them."

But the most conspicuous and lamentable instance of the failure of a uniformity scheme is now to be seen in Minnesota, in the case of the Merrill text-book law, passed by the legislature of last winter. This law gave to one person, styled a "contractor," the monopoly of furnishing all the text-books used in that state, for a period of fifteen years, at a fixed price. The law provided that the books should be selected by the contractor, subject to the approval of a "commission," consisting of the state superintendent and two other persons. It does not appear to have met the approval of the mass of the people of the state; the State Teachers' Association at its last annual session declared emphatically against it; the contractor was unable to furnish books as speedily as he promised, which resulted in a great lack of necessary books for the summer and winter schools, and he was apparently unable to obtain many first-class books at all, at the low prices paid, and with a market rendered very uncertain by popular dissatisfaction. Meantime, not only many of the cities of the state expressly exempted from the operation of the law by one of its provisions, but also large numbers of villages and country districts are said to have adopted the Wisconsin plan of purchase, directly from the publishers, of the books of their choice, at prices as satisfactory, upon the whole, as those of the Merrill law. I am informed that after the most vigorous efforts on the part of the contractor to secure orders for his books, these have, at the end of the first year, been received from only about 130 out of over 3,600 districts, and those confined to some seven or eight counties out of the seventy in the state.

The law is already seen to be impracticable. To the small extent to which it has gone into operation it is positively injurious. It has merely introduced an added element of confusion in the new books put into the hundred or more districts. Besides, in the judg-

ment of the best teachers of the state, the majority of the new books are of an inferior character. It has, moreover, to a considerable extent, injured the schools of the state at large by causing a lack of books therein. In the general excitement and uncertainty local dealers ceased to keep up their stocks, and children went to school either without any books or with those old and inappropriate. Thus it may be truthfully said of the Minnesota schools, so far as books are concerned, their last state is worse than their first, in consequence of the very legislation that was designed to make it better.

In a series of articles which I last summer prepared for the Wisconsin Journal of Education, under the title "The Truth Concerning Text-Books," and which were published in the issues for June, July and August, I endeavored to discuss fairly and temperately the conditions of this whole vexed question. In the second article I sought to show, in particular, why it is that efforts at enforced state uniformity of school books have uniformly proved abortive in other states, and why it is that educational men, who have studied and become familiar with the whole subject, are opposed, on grounds of intelligent conviction, to any more repetitions of the useless, expensive and unnecessary experiment whose inevitable failure they clearly foresee. I beg leave to reproduce here the following paragraphs from the Journal for July. In the mind of the candid and intelligent reader they may appear adapted to meet the charge that the opposition of educational men to this particular mode of text-book reform is captious and unreasonable, or is explicable only on the theory that they are personally interested in "the book ring."

WHY UNIFORMITY LAWS FAIL.

At first sight state uniformity appears a simple, easy, natural way out of the perplexities of the present systemless labyrinth. How easy to end all these ills by a bare law creating a competent commission to select text-books, and forbidding the use of other books than those of the prescribed list? Thus local changes become impossible, itinerant families do not find their school books at a discount in any part of the state, and there is secured the cheapness that comes from special terms made by the state with a publisher or publishers, or possibly from state manufacture of its own books.

The perplexities of teachers and district officers, the complaints of patrons, all disappear in the presence of the simple fiat of the legislative body. There is in this much that is plausible and attractive. The writer confesses that he has himself been strongly impressed by the fair seeming promises of this remedy, and is disposed to regret that the experience of other states shows those promises to be illusory.

All good men must regret that intemperance, dishonesty, uncharitableness, selfishness, and other crimes and weaknesses of humanity cannot be banished from society by the simple means of a legislative enactment. It were profoundly to be desired that a "Maine Law" *would* blot out the traffic in and use of intoxicating liquors, and that a few words in a statute *would* greatly benefit the public school system and the state by securing the full and regular attendance of all pupils, or by furnishing uniform, satisfactory and cheap text-books to the same. The disagreeable fact is that legislation to secure such results has been abundantly tried and found wanting. Experience shows that statutes do not make men temperate, do not bring into the schools the vagrant children of the vicious or careless, do not remove the evils incident to the present common method of supplying and using text-books. Substantial reforms in all those things must come only through voluntary individual and associative effort, and through aroused and modified public sentiment. In this country, at least, there is no other course. Legislation may crown a reform already completed in public sentiment, but as preceding public sentiment it is generally of little value, and often a positive harm.

Investigation and reflection show the following among the reasons for the failure of laws aiming at State uniformity of text-books:

(1) It has been found impossible to enforce them. School boards have been to a great extent unwilling to surrender their independence in the important matter of selecting books. Cities almost universally insist upon the privilege of local selection in this as in the matter of teachers, etc. Hence, in states where uniformity has been attempted by legal enactment, cities are usually exempted from the obligations of the law. In like manner villages, which also generally have intelligent and competent school boards, often insist upon a similar independence. The cities and villages have either taken no part in the effort to secure the law, or were from the first opposed to

it. They are satisfied with the existing arrangement. Text-books and courses of study have been intelligently adopted. There is little or no lack of local uniformity. The children are all supplied with appropriate books. There is substantially no complaint. Why should they sacrifice their independence, lose a considerable amount of property now in satisfactory use, and be compelled to procure a general new supply of books selected by a distant authority which is ignorant of their various local circumstances and needs? They feel that the law is arbitrary, un-democratic, un-American, unnecessary, impertinent. There is grave doubt of its constitutionality. The result is a feeling of indignant opposition prevailing many of the communities not exempted from the operation of the law, and a quiet determination to ignore it. Hundreds of persons in these places, who theoretically may have favored the law before its passage, lose all their interest in it when its practical demands are immediately before them: They have no desire to pay money for what after all seems no local gain.

With cities expressly exempted by a provision of the statute, and the majority of villages quietly ignoring the law, many adjacent country districts pay no attention to it, preferring in like manner their independence and exemption from the immediate pecuniary loss involved in the change. No one cares to bring an action under it and the districts go on as if it did not exist.

On the other hand, perhaps half or one-third the country districts and some of the smaller villages, resolve to comply with the law. The old books are discarded, the new ones "introduced,"—i. e., half the children bring the authorized books, one-fourth bring the old books, and the remaining fourth bring—no books. The change is a heavy tax upon the poor people of the district—one many can ill meet, and some absolutely not meet at all. Meantime the reaction of sentiment sets in. Newspapers are denouncing the legislation. It is seen that the cities are exempt, the villages in a state of quiet but defiant antagonism, many country districts doing nothing, and the law falling into general contempt.

The result is a pecuniary tax partially imposed upon some hundreds of country districts least able to bear it, contempt for and violation of a well known law of the state, and "confusion worse confounded" in the very matter for which the aid of the law was invoked. Is not the testimony of President Phelps precisely in har-

mony with this natural result? He says: "The attempt to force uniformity by legislation in Minnesota some eight or nine years ago resulted in utter failure, and left the schools in a worse state than it found them."

(2) Add to this the fact that nearly all educational men are, on grounds of intelligent conviction, opposed to enforced uniformity, and another obstacle is raised against the success of such a law. Educational men believe that only through freedom, diversity and competition are the best results attained. They hold that to restrict the various classes of schools, from the mixed one of the country, to the thoroughly graded one in village or city, to the use, for a series of years, of a particular set of books, would be detrimental to the true interests of those schools. They argue that the admirable results of the public school system of the northern states are largely due to the local freedom allowed in methods of instruction, courses of study, text-books, etc. They contend that the superiority of American text-books, school furniture and other apparatus, is due to the large demand and close competition that have existed under our system of local freedom. They believe that while this freedom has brought forth some undesirable results, the fruits have, upon the whole, been more abundant and satisfactory than would have been possible under any system of restriction. They further believe that the very abuses of freedom do not need the hand of restrictive or proscriptive law to remove them. They are easily corrigible under freedom itself. They therefore declare that enforced state uniformity of text-books is both unnecessary and unwise, and they confidently assert that their views are supported by the experience of other states and countries.

The objections to a state uniformity law may then be thus briefly summarized:

(1) Cities (which generally have the best schools) must be exempted from their operation. They insist upon preserving their freedom.

(2) Their practice is preferred and example followed by many villages and country districts.

(3) Even in those districts where an attempt to obey the law may be made, there is no way to compel parents to buy the prescribed books, so long as some of said parents are too poor to do it, and others too independent or too indifferent.

(4) An attempt to inflict fines and other penalties is opposed to the habits and instincts of our people, provokes ill feeling and hostility in every case, tends to lessen the popularity of the public school system, and must prove wholly abortive.

(5) It is opposed to the free competition that is *ever seeking the best* in matter and methods of instruction, that is the life of the school system, the cause of excellence in school books and apparatus.

(6) It is inconsistent with the variety of needs found in our complex school system.

(7) The uniform experience of several states and countries supports the objections above given.

(8) Educational men are conscientiously opposed to it for the above reasons.

(9) It may be added that it is liable to foster jobbery and corruption from the vastness of the pecuniary interests involved in either state selection, state purchase, or state manufacture.

In view of the facts and arguments above presented, and at the end of another year's re-consideration of the whole subject, I cannot better sum up my recommendation for the wise use of existing means to remove evils, without additional legislation involving expensive changes of more than doubtful utility, than in the words of the following communication, which, in advance of the publication of my last report, long delayed in the hands of the printer, I deemed it my duty to address, semi-officially, to the legislature of 1877. That this communication was the immediate and sole cause of a gratuitous and combined personal attack upon the integrity and motives of its author by the three daily papers of the capitol, although endorsed generally by the press of both political parties, and, it is not perhaps too much to say, unanimously by educational sentiment, makes me somewhat desirous that it should appear and be preserved in this official and permanent form:

IS TEXT-BOOK LEGISLATION NEEDED?

To the Legislature of Wisconsin:

In view of the present agitation of the "text-book question," and of the fact that my opinions and recommendations respecting the same are to some extent misunderstood and misrepresented, I beg to call the earnest attention of your honorable body to the following facts:

1. An existing law of the state, passed two years ago, allows any school board to purchase text-books, and, as the property of the district, town, village or city, to loan free, rent, or sell the same at cost, to the pupils in the schools. Books can be purchased direct by from the publishers, through their branch houses in Chicago and Milwaukee, *at a discount of 40 per cent.* from present retail prices.

Two hundred and sixty-seven districts in the state were reported to me as purchasing books under this law last year, and others have been more recently reported as following their example since the date of the last official reports. Of the 267 reported as purchasing, 137 loaned the books free, and the others either sold or rented the same.

The plan of district purchase under this law is giving excellent satisfaction, in all cases, so far as I can learn, and is rapidly spreading and becoming popular.

2. Besides the large saving in cost, by district purchase direct from publishers, uniformity in the school for which books are thus purchased is the natural and inevitable result.

3. An existing law allows any school board to adopt a series of books for the school or schools under its charge, and provides that after such adoption no change shall be made within three years.

I respectfully suggest that the two laws above mentioned are all the legislation in this direction needed in the interests of the schools and the people. Under these simple and wise laws the best school books in the world can be had at a very reasonable price, and absolute uniformity to the extent really essential — in the school or schools under the charge of a single board — can be easily secured.

After a very careful study of this text-book question I am convinced that it is wise to seek neither enforced state nor county uniformity. I recommended in my first annual report, and still favor, township uniformity; but this only because it would be a step towards the general adoption of the township system of school government, under which the schools of a township are managed by a single board — a very great improvement, in the judgment of nearly all educational men, over the present comparatively inefficient district system.

I am opposed to state uniformity for the following reasons: (a) A law to secure it could be only partially enforced, and a law partially enforced is generally worse than no law. This is abundantly proved by the experience of several states where uniformity has been tried and has failed—as in Vermont, Missouri, Minnesota, California, and other states. (b) If enforced, the special needs of particular schools and classes would not be so well met. (c) If enforced, it would provoke and alienate many, and tend to lessen the popularity of our school system. (d) If enforced, it would destroy the value of at least half a million dollars worth of books now in use. (e) If enforced, it would suddenly impose upon the people the burden of at least another half million for the new books they must purchase to replace those outlawed. (f) If enforced, it would prevent for a series of years, the adoption, by any school board in the state, of any improved books, cause our schools to fall behind those

of other states, and when the inevitable time for a change came, again destroy at a blow a vast amount of property in the hands of the people.

In the name of the professional teachers and superintendents of the state, who are almost unanimously opposed to enforced uniformity — as honorable, disinterested and intelligent a class of citizens as Wisconsin has; in the name of the great majority of the other school officers, who have not asked that one of their most important duties should be taken from their hands, as incompetent to perform it; in the name of the schools of the state, whose interests we should be very cautious not to rashly imperil, I respectfully and earnestly suggest that the laws we now have, *if used*, are all that are needed to enable the people in every district, village, and city to satisfactorily decide for themselves the question of text-books, as they decide the questions of school buildings and teachers, of libraries and apparatus. Let us intelligently act under the laws we have, rather than hasten to create others whose success is more than doubtful.

MADISON, Feb. 21, 1877.

EDWARD SEARING,
Supt. of Public Inst'n.

THE TEXT-BOOK CONSPIRACY.

For a succinct history of the remarkable but fruitless effort made by certain interested parties to secure for themselves, for a series of years, the monopoly of publishing and furnishing the text-books used in the public schools, I respectfully refer to the Journal of Education for April last. The facts therein given ought, in the interests of education, to be well and generally understood by the people of the state. The public school system cannot be too zealously guarded from personal and mercenary designs.

In view of the not improbable revival hereafter of the defeated scheme of last winter, I deem it in the interests of education to present here the following letters from a few of the most eminent and respected educational men of the state, giving their views in regard to that measure. A very large number of other similar expressions from like sources might be added, but these sufficiently indicate what appeared to be the universal sentiment in educational circles:

From Hon. J. G. McMynn, former Superintendent of Public Instruction.

RACINE, WIS., March 17, 1877.

MY DEAR SIR: When the preposterous nonsense, embodied in a bill for a law to make the State the publisher of school books, was introduced into the legislature, I did not suppose that such a proposition would receive a dozen votes, if taken by yeas and nays. I was disposed to think that you had shown a want of discretion by

formally noticing the absurdity. I find, however, that you knew more about the legislature than I did, and that your circular of the 21st ult. was called for by the interests of education.

Of course I am not ignorant of the vagaries in which well-meaning men will indulge in connection with matters of an educational character, but I must say that this idea of the state publishing our text-books is the strangest to which my attention has yet been drawn. I do not believe that it can be met by argument. It was never reasoned *into* any mind possessed of common sense, therefore it cannot be reasoned *out*. It is one of those hallucinations that must be endured until contempt and ridicule shall dispel it. It may be well enough to call attention to the petty jobbery, the corruption, the disregard of local school government, the endless waste of money and books which would be the necessary *outcome* of the proposed measure, but it seems to me that this is hardly necessary. The hard common sense of our people will shiver it, and I do not think it will make its appearance again in our legislative halls. I know you can point to Minnesota, and say, we can not trust the common sense of the people — but I say we can. I predict that Minnesota will repeal the law next winter.

I am very truly yours,

JNO. G. McMYNN.

From President Chapin, Beloit College.

BELOIT, March 3, 1877.

DEAR SIR:—I was not an uninterested observer of the school book controversy. I looked over the bill as brought into the legislature with some care. That the state should undertake to set up a book-publishing establishment is so at variance with accepted principles of political economy, and involves such restrictions on the freedom of private judgment and on the changes necessary, if our schools are to keep in line with the advancement of science and learning in future, that it seemed to me the measure could find little support. I was surprised that so many sensible men were blinded to its meaning and import. The measure has failed now, but there are signs that it may be brought up and pushed hereafter. I am with you in your reasonable opposition to it now and always.

Very truly yours,

A. L. CHAPIN.

From Hon. J. L. Pickard, former Superintendent of Public Instruction.

CHICAGO, March 5, 1877.

DEAR SIR:—As one still interested in Wisconsin schools, permit me to express my thanks for your manly and unanswerable argument against state uniformity in text-books. See my first report for evidence of my sincerity in this matter. Yours truly,

J. L. PICKARD.

From Prof. S. S. Sherman, Normal School Regent, Milwaukee.

MILWAUKEE, February 28, 1877.

DEAR SIR:—I have just received and read your communication to the legislature on the text-book question, and I cordially endorse every word of it.

3A — SUPT.

[Doc. 16]

Your objection (b) "If enforced, the special needs of particular schools and classes of people would not be so well met"—is particularly applicable to our large graded schools; and if the proposed bill is to become a law, it must affect disastrously the educational interests of this city, unless Milwaukee is exempted from its operation. Very truly yours,

S. S. SHERMAN.

(From President Angell, University of Michigan.)

UNIVERSITY OF MICHIGAN,
ANN ARBOR, *Feb. 23, 1877.*

MY DEAR SIR:—Let me express my most hearty approval of your circular, opposing the legislation to secure state or county uniformity of text books. A bill is before our legislature to secure uniformity. I think it will fail to pass. Your reasons are unanswerable.

Yours truly,

J. B. ANGELL.

(From Prof. Robert Graham, Oshkosh.)

OSHKOSH, *Feb. 22, 1877.*

I agree heartily with you in your strong and convincing presentation of the text-book question. I fear any such legislation as proposed would seriously embarrass the cause of education in this state.

In conclusion, I would suggest that it is possible to frame a practicable law to secure uniformity of books in the schools of the state, if such uniformity were considered in itself desirable. From the experience of other states where uniformity has been attempted, as well as from the nature of the case, I am convinced that a uniformity law declaring non-compliance a "misdemeanor," punishable by fines, must prove, in this country, like compulsory attendance laws, a dead letter. The causes that would lead people to disregard it are numerous and everywhere constantly operative, while the machinery for enforcing it is weak, because wholly in the hands of neighbors and friends of transgressors. If, however, it were made one of the conditions of the distribution of public money to a district that none but the regularly authorized state books should be used in its school, it is possible that, if the books were judiciously selected, uniformity could be readily and promptly secured. In my judgment it can be secured in no other way.

Yet, as has already been made evident, it is the very general opinion of the best educational authorities, that if uniformity were really secured and maintained, more would be lost than gained, in educational results.

Hence, all things considered, it is believed that, through con-

tinued local freedom, with district purchase and free books expressly authorized by law and found to be satisfactory in practice, Wisconsin has really solved the text-book problem.

HIGH SCHOOLS.

Official reports have been received this year from fifty-seven free high schools, an increase of thirty-seven over those reporting last year. On the first day of December, when the payment of the appropriation was due, it was believed that only fifty-six schools had reported, and the certificate of apportionment was made on the basis of the reports and claims of that number. The aggregate amount due, had the appropriation not been limited by law, was found to be something more than \$27,000. As the annual appropriation is limited to \$25,000, a pro rata distribution of that sum was made, yielding 92 (and a fraction) per cent. of the amount otherwise due each school. Several days afterwards it was discovered that the Burlington High School had reported through the county superintendent, although it had not sent to this office the usual special report required, and had consequently not shared in the distribution, to which it was legally entitled. After stating the circumstances to the secretary of state, he informed me that he would, on receipt of my special certificate, draw his warrant in favor of the Burlington school for the amount to which it appeared to be legally entitled. This would be so much in excess of the limits of the annual appropriation, but less than a third of that appropriation had been called for and paid the previous year. Thus is accounted for the aggregate of \$25,460.85, paid to the fifty-seven schools, as shown in the table of statistics, elsewhere printed.

The law appears to command continued favor, and to be exciting a salutary influence in all portions of the state. The following are specimens of testimony coming from many counties. The superintendent of Vernon county says in his special report:

“The free high schools at Viroqua and Hillsborough are well attended and are supplying a need long felt in the educational interests of the county. Students now have an opportunity of receiving competent instruction in the higher English branches, and may prepare for admission to the classical course at the university at these high schools.”

The superintendent of Barron county says, in his special report:

“ At the last annual town meeting the people of the town of Sumner organized, under the new high school law, the high school district to embrace the whole town. The first term of thirteen weeks commenced early in September, 1877. Mr. W. A. Synon was engaged as teacher. The people had long felt the need of something above the common school in which those who desire to become teachers could qualify themselves for their chosen work without the expense attending a residence away from home. The enrollment is twenty-three, and I am gratified to be able to report the school under Mr. Synon's charge is fully meeting the expectation of its friends.”

President Albee, of the Oshkosh Normal School, writes, respecting the high schools reporting this year:

As I examine the list, a number of this class of schools appear, each of which has employed teachers of decided merit during the last two years, at salaries sufficient to retain them for a series of years, where previously the remuneration was so meagre that permanence in the teachers meant mediocrity. Other communities were also subject to great fluctuation in financial sentiment; at one meeting voting a fair sum for the support of a good school, and in the following year largely diminishing the appropriation because of a passing whim, or an accidental preponderance in the meeting of the ignorant or narrow-souled element. This class of districts is likely to become more regular, as well as more liberal in their appropriations, under the stimulus of the state appropriation being proportioned to local expenditure.

As illustrating the influence of high or graded schools upon the county schools of the neighborhood, the following from the superintendent of Monroe county is pertinent:

“ There has been improvement each year in the high schools of Sparta and Tomah. These, with the advantages now offered by the graded schools at Norwalk, Wilton, Kendalls and Glendale, give better opportunities for instruction in our own county than formerly. These schools exert a material influence upon the character of the schools in a circuit around them, as nearly all of the adjacent schools are taught a portion of the year by teachers that have only such scholarship and training as they have been able to obtain at some one of these graded schools; and I am glad to be able to report that each of these schools is in charge of a thorough, earnest and competent teacher.”

The above is an illustration of the truth which I have from the first sought to impress upon the friends of education in the state, and to have embodied in legislation. This truth cannot be better expressed than in the following words which were quoted at the

end of the article on "township high schools" in my second annual report, from the educational department of the *Atlantic Monthly* for February, 1876:

"The only conclusion, then, is that the state *must* supply training agencies for its teachers, and there is no agency that can meet the case but the township high school system. In the immense majority of cases the teachers of a district are and must be from the inhabitants of that district. The fact that they teach at all shows that their means are limited, and therefore their training must be brought home to them. They cannot afford to go to it."

Respecting the need of township high schools, I add simply the following from the special reports of two intelligent local officers:

From Superintendent Richmond, Green county:

"So much of our time for the past two years has been given to institute work that we have not been able to do much towards establishing free high schools, although we need them very much and ought to have them. Could we have a free high school in every township we would then have practically established the town system, and that, too, on a high plane."

From Superintendent Lunn, Sauk county:

"Several townships in this county are well adapted to crowning their several schools with the advanced course which this law alone proffers; but the project wherever broached has been looked upon as a new scheme to bleed an already overburdened public."

The latter words imply two facts that may explain the conservatism of rural neighborhoods in this matter of the township school: (1) the "scheme" is not even yet understood; (2) the people are not prosperous. There is need, accordingly, of patient and constant efforts to explain the township plan, and there is need of awaiting the return of a greater degree of general material prosperity among the people. Meantime, let the efforts of superintendents be to thoroughly enlighten a single township or a county, presenting especially favorable conditions, and to start there a school that shall be, to the others, an *example*. This is easier than scattering efforts at random over the entire county. But, as said in the last report: "It cannot be denied, however, that the inauguration of the township system of school government, in the place of the present system of independent districts, would greatly facilitate the organization in rural neighborhoods of the class of schools under considera-

tion. The district system rests like an incubus upon progress towards a better gradation and division of school work, as well as towards the satisfactory solution of several other important questions in common school management."

Meantime, for the schools sharing in the appropriation have become now considerable in number, there ought to be devised a thorough system of inspection, which should allow none of the unworthy to receive an undeserved portion of the state bounty, and which should serve, for both teachers and pupils, as a constant stimulus to the best endeavor.

SCHOOL SAVINGS BANKS.

It has long been my belief that the public school system ought to be more potent for good than it now is in the direction of moral influences and good habits. Judging from the school code, the sole object of the system is to give formal instruction in certain branches of knowledge — orthography, reading, writing, grammar, geography, arithmetic, etc. But a mere knowledge of these things is by no means enough to qualify for right living and good citizenship. It is right impulses and good habits, even more than the mastery of the arts of reading, writing and numbering, that make good citizens and successful men and women. The safety of the republic will not be guaranteed by the total banishment of mere illiteracy.

There is a habit, in a high degree conducive to individual and national prosperity, which it seems to me might be easily and largely fostered by the system of public instruction. I refer to the habit of saving, based on a due knowledge of the value and use of money. The American people are especially a prodigal and wasteful people. The great natural resources that have been at their command, and the ease and rapidity with which they have hitherto acquired money, have made them extravagant, and thoughtless of the future. With the frugal, thrifty and saving habits of the French, our people would to-day be the richest and most prosperous people on the globe, whereas now private and public debt weighs like an incubus upon the whole country, and pauperism is increasing more rapidly than in any other civilized land.

I have for some time regarded with interest the systematic efforts

to form saving habits in the young, now being made in the public schools of Great Britain, Belgium and France, and, as giving some information on this subject, I call special attention to the following extract from a valuable paper on "Savings Banks," read at the recent session of the Social Science Convention at Saratoga, by John P. Townsend, Esq., of New York. To teach children the value of money, to induce the desire and habit of saving, and to practically acquaint them early with some business forms and usages, must certainly be recognized as legitimate school work; as legitimate as instruction in theoretical arithmetic or book-keeping, by the aid of which the business of the world is so largely conducted. That the disposition to save, as all other dispositions and habits, can be best cultivated in the young, is an educational axiom. That it is desirable for a people to possess habits of thrift will be questioned by no one. It may be doubted whether any other quality ranks higher among the elements that make up really good "citizenship" than that known as "thrift." The man who, for the sake of accumulating property, practices self denial, and puts weekly or monthly into a savings bank his surplus earnings, is in general a good citizen. He may not be a scholar; he may even be illiterate, but he will pretty surely be industrious and law-abiding. More useful as a citizen is the illiterate but thrifty accumulator than the thriftless prodigal, who is well versed in the "three R's."

Whatever tends to enlarge in the direction of good *conduct*, truthfulness, industry, temperance, frugality, courtesy, etc., the present narrow and almost exclusively intellectual training of the schools, is to be heartily welcomed by all good men. The establishment of school savings banks on some secure basis, and the general cultivation thereby, in the young, of a habit upon which individual and national prosperity so largely depends, would I believe, have the fullest approval of thoughtful men.

Mr. Townsend, in the paper above referred to, says, in reference to teaching saving habits to the young in the public schools, as reported in the *Banker's Safeguard*:

"The penny bank system of Great Britain, which has been extended into the schools there, as well as into Belgium and France, cannot be too strongly recommended for adoption in this country. In a paper read by Mr. William Meikle, actuary of the Security Savings Bank of Glasgow, before the National Association for the Promotion of Social Science, three years ago, he says: 'A remarkable ex-

periment for teaching the young to save has been introduced into the public schools of Belgium. It originated with Mr. Laurent, professor of civil law, in the University of Ghent, whose writings on the subject obtained a prize of £400, as being the best treatise, or the best invention capable of improving the physical and intellectual condition of the working classes.' He maintains that the best means of causing the spirit of economy to penetrate the habits of the people is to teach it to their children and make them practice it.

"Nothing is easier than to inspire in the young a taste for saving. This can be best accomplished in the public schools, where the managers and teachers have constant opportunities of enforcing and illustrating the advantages of saving, and where facilities can easily be afforded for carrying out the lessons of economy by means of penny banks carried on in the schools. This has been done in Belgium with singular success. Out of 15,392 pupils in the town of Ghent, no less than 13,032 are depositors in the savings bank, and they have to their credit \$92,560, an average of more than \$7 each.

"The managers testify that the system has already produced a marked effect on the social and moral life of the working classes of Ghent. The experiment is being extended to hundreds of other towns, and has created great interest throughout Belgium, in France, and the United Kingdom. I cordially commend the system to the attention of school boards and teachers, and can assure them that directors of savings banks in this country will cheerfully aid their endeavors." So says Mr. William Meikle, actuary of the Security Savings Bank of Glasgow.

"He further says: 'As a means of still further encouraging young people to save, the school boards of Belgium have arranged that their prizes to meritorious pupils shall consist, in whole or in part, of a savings bank book, inscribed with the pupil's name, and containing a small sum of money, which is not to be withdrawn till after a given time.'

"I learn by letter recently received from M. A. de Marlørce, of Paris, that France has already more than 230,000 saving scholars in 3,200 schools.

"No people need to be taught thrift more than the poorer classes of this country; on account of the ease with which money is obtained in ordinary times, owing to well-known causes, no nation, probably, is more extravagant and prodigal in expenditures, and in times like the present, inconvenience and suffering are great. Having sung all summer, the winter finds them destitute, and without friends to succor them. But their more provident neighbors owe something to their own reputation as good citizens, and should endeavor to teach and assist them in a proper way.

"Instead of soup houses in winter, let us open penny banks in summer, and by the aid of missionaries properly selected, the systematic distribution of tracts in workshops and dwellings, instruct these people how to help themselves by saving their pennies, instead of spending them in drink shops and for useless finery. How

many pennies and even dollars are annually thrown away in bar rooms and beer gardens the data is not, at hand to determine, and the receipts by the government from taxes on spirits and malt liquors give a faint idea.

“The plan of establishing school penny banks is very simple, and could be put in operation by any board of education in the large cities, and by trustees and school districts in the towns and villages, without expense. An hour one day in the week might be set apart for instruction and practice in the lesson of thrift. Let a book large enough to contain the names of all the pupils in a given school be provided, ruled in twelve vertical columns for the months, which are to be subdivided into four or five for the weeks, with inter-columns for dollars and cents; this is for the register to be kept by the teacher. Cards, to be folded once like the covers of a pass book, and ruled like the register, are also necessary for each depositing scholar. Enter the deposits in the school ledger, and the corresponding amount in the depositor’s book, which the pupil is to carry home with him. This comprises the needed stationery, barring pen and ink.

Let the amount received each day be deposited in some savings bank, to the credit of the school, and when the deposit of any pupil amounts to say three dollars, let an account be opened in his own name, and a book be given him by the bank, charging the amount to the account of the school, and by the school against the pupil in its ledger; the little card is still kept to enter the pennies on, and the account runs on as at first.

“The pupil is to receive no interest until he opens his account in the bank, but the school itself receives interest on the gross amount to its credit, which will pay the expense of stationery, school ledger and card pass-books; should anything be left over after paying these expenses, it might be disposed of by vote of the pupils.

“Parents will very soon become interested, and not only add extra pennies to their childrens’ deposits, but be induced to try the experiment on their own account, by making deposits in the savings bank for themselves; once the habit is begun, it tends to increase as time goes on, and it is reasonable to suppose that it will not be long before the community will begin to feel the effect, to the lessening of its taxable burdens for the support of the wretched and destitute.

“The experiment is worth trying, why not put at it once in practice.”

To show how simple is the administration of the system in the schools of France, I subjoin the following, translated from the French by Hon. S. T. Merrill, of Beloit, and printed in the *Safe-guard Almanac* for 1877:

“After having made proper arrangements with the nearest city or village savings bank, the teacher informs his scholars that he is ready to receive their savings, however small they may be, and that on the first day of every month all deposits amounting to one

franc, or to even francs, will be deposited in the city savings bank to the credit of the pupil thus depositing, who will then receive a bank book in his or her own name.

"On a fixed day of every week, at the commencement of the school the instructor announces 'the exercise of savings' (*exercice de l'Epargne*.) Every sum, small as it may be, he records in a special book called the Register of the School Bank; each page of which, ruled with twelve vertical lines for the months of the year, and thirty-one horizontal lines for the days of the month, is apportioned to some *one pupil's* account. Detached sheets ruled in the same way are also provided, so that each scholar may have a duplicate of his or her account.

"The book and sheets having been prepared, commonly by the pupils themselves, each scholar, in turn, as the roll is called, presents himself or herself before the teacher's desk, and there deposits any sum which he or she wishes to put into the School Savings Bank. The instructor, in the presence of the one depositing, inscribes the amount in the register on the appropriate page in the square that indicates the date of the transaction, and at the same time he makes a like entry on a separate sheet which he delivers to the pupil. This duplicate sheet is a double guaranty both for the parents and the teacher. Such is the plan pursued in each school; equally easy and simple are the transactions with the large Savings Bank.

"On the first of every month the instructor adds the small amounts inscribed on each page of the register in the columns for the month just passed. If the sum of any one does not reach one franc, the number of centimes or fraction of a franc is placed at the top of the column for the next month, to be added to future payments. When the total exceeds a franc or even francs, he makes a memorandum of the whole or even francs opposite the name of the scholar by whom they have been deposited, and carries the fraction, if there be any, to the top of the next column, and so on through the book. This done, he takes the aggregated francs and his memorandum to the large savings bank.

"The cashier, having counted the money and found it to correspond in amount with the total of the teachers' memorandum, inscribes the deposits, each scholar's separately, in bank books appropriated and belonging to the pupils depositing in this way through the agency of the teacher.

"These individual bank pass-books are kept by the instructor so long as the owner remains in school. However, the next day after each new deposit is made in the large savings bank, the scholar is permitted to take his book home for the inspection of his parents, but it must be returned to the custody of the teacher promptly the next day thereafter.

"When a pupil leaves the school, his or her book is delivered to his or her legal representative, together with any money that may be in the school savings bank at the time; for all which a receipt is given, written on the page of the register whereon is the scholar's account. The instructor notifies the large savings bank that such a

pupil has left the school, and that his bank book has been delivered to his legal representative.”

Besides the peculiar instruction and discipline qualifying for business life, involved in the operation of school savings banks, I suggest that instruction in a kindred subject of practical value, namely, book-keeping, ought to be universally given in the common schools. It is now neither in the list of branches required to be taught in the schools, nor one of those in which applicants for certificates are required to be examined. Yet a knowledge of the forms and processes of single-entry book-keeping would be of practical use to nearly every citizen. I venture the assertion that it would be of far more value to him than the very imperfect instruction now given in the constitution of the state and nation — an instruction required by law, but adding, I believe, little qualification for the ordinary, every-day duties of life.

DEFECTS IN THE STATE SYSTEM.

While seeking to make the fullest and best use of the educational machinery I found in the state, and of which four years ago I became a part, I have at the same time felt it my duty to point out how essentially defective, in certain respects, this machinery appears to me to be, and how inadequate to the accomplishment of the best results. I briefly recapitulate points and recommendations made in previous reports, and especially in that for 1875.

The transcendent interests of common school education are suffering from want of more permanent, intelligent and authoritative supervision. The University and the Normal Schools are intelligently controlled and developed by special boards appointed for the purpose, composed in the main of men qualified for that trust. The element of permanency characterizes to a considerable extent the personnel of these boards, each member being appointed for three years, while the average term is made much longer than that by reappointment, and the terms of only one-third annually expire. These boards appoint those who have immediate charge of the schools — the presidents and professors. The public schools of Milwaukee (as an example among cities) are in like manner managed by a board of education, which appoints the teachers and

places over them a competent superintendent. The elements of intelligence, permanence and abundant authority are therefore to be found in the management of the public schools of this city, as in the management of the State University and Normal Schools. The result is satisfactory. The teachers are competent, all efforts are well directed, and the money of the people is not wasted.

But the vast majority of the children of the state are educated in the schools of country and village districts, for which there is a very inadequate system of supervision, and in which the results are *far from satisfactory*. The state provides for these, in the first place, a state superintendent, who is elected biennially, by the people, after being nominated by a political convention, as other state officers are nominated. In the words I used in a former report (1875), "He may or may not be the man best fitted for his position. He may or may not have had antecedent experience qualifying him for his peculiar work. He is selected by a convention which is largely governed by considerations of political expediency. His geographical position in the state is often quite as much considered as his educational position in his profession. Moreover, neither does faithful service insure retention in, nor inefficient service dismissal from the work, well or ill done. He shares the fate of the "party" to which he belongs. The transcendently important trusts temporarily entrusted to his care demand long and anxious study; demand the slow working-out of far-reaching plans; demand acquaintance with men upon whom he can rely for faithful aid, demand a knowledge of educational systems and measures of other states and countries: but all this goes for naught in the biennial scramble of parties for place."

Then, again, the state provides for the above named schools a system of county supervision, with local officers nominated by political conventions, and elected biennially in the general state elections. There is no certainty in any county that the fittest, or even a fit man, will receive the nomination for the extremely important office, and, as a simple matter of fact, *persons wretchedly unqualified are often both nominated and elected*. As in the case of the state superintendent, political expediency and geographical considerations largely govern the conventions that select the two or three candidates for whom the people are to vote. Add to this the fact that the salary of the local superintendent averages much less than

those of the other county officers, and the incompetency of some, and the necessarily limited work and influence of others, are abundantly explained. Having closely watched the results of the last three biennial elections of county superintendents, I am prepared to say the present system is far from being the best that can be devised. I go further, and say that the diminishing salaries and the growing dissatisfaction with the results of such an election system as ours, foreshadow its repeal in several states. Far better would it be to modify the system in our own, preserving its valuable features while eliminating its weak ones, than to repeal it, as Michigan has recently done, and return to the still more inefficient system of town supervision.

The remedy that is needed is a separation of our whole educational system, to the utmost practicable extent, from political influences, hazards, and changes. I again renew my recommendation for some radical modifications that shall give to school supervision the greater intelligence, uniformity and efficiency it so largely needs. It would be a gain to elect the state and county superintendents in the spring, at the time judges are elected, and to extend their term of office to four years. It would be a great gain if each county superintendent were elected by a special convention of the school officers of the county, as in Pennsylvania. But I believe that the highest and most satisfactory results would be reached only under such a system as was recommended in the report for 1875, whose features are briefly repeated as follows:

(1) A state board of education, like the present university and normal school boards, consisting of eleven members, nine appointed by the governor, with the consent of the senate, the term of one-third of whom shall expire annually or biennially; the governor and state superintendent to be *ex officio* members of the board.

(2) A state superintendent appointed by the board, for a term of four years, and to serve as secretary of the same, his duties in general being the same as now.

(3) County superintendents appointed by the state board, with the approval of the county board of supervisors, for a term of three or four years, and to be paid by the state a salary fixed by statute, graded in just proportion to the extent of their work.

(4) The township to be the smallest unit of territory in school government, the schools of the same to be under the management of a township board elected by the people.

(5) Each township, so far as practicable, to have a central high or grammar school, made obligatory by law; this and the primary schools of the township to have well defined courses of study, uniformity of text-books, and uniformity in methods of instruction and discipline.

(6) To make the schools as nearly uniform as possible, in character and length, and to carry out to a judicious extent the principle that "the property of the state shall educate the children of the state," a uniform state tax to be imposed for the support of schools, aggregating annually, with the income of the school fund, not less than one-half the cost of the schools.

(7) Uniform examinations throughout the state, for teachers of the same grade, to be the rule.

(8) A system of township libraries, the joint creation, like the schools, of state and local action, the books to be selected from lists approved by the state, and to be purchased by the state on low terms, by contracts with publishers.

More or less of the above features are to be found in the school systems of several other states, educationally well advanced. Experience abundantly shows their value. For example, in Massachusetts and Connecticut there is a state board of education appointing its secretary, who performs the duties of state superintendent; in Pennsylvania, the superintendent of public instruction is appointed by the governor, and confirmed by the senate, for a term of four years; in Massachusetts and Pennsylvania is found the township instead of the district system of school organization; in New Jersey, county superintendents are appointed by the state board of education, subject to approval by board of county freeholders; in Pennsylvania, they are elected by county board of school directors; in about twenty-five states there is a state tax for school purposes, etc. The more permanent, uniform and effective supervision found in the above states is nevertheless not equal to the intelligent, systematic and authoritative systems of foreign countries, as Russia, Austria, Holland, the Canadian province of Ontario, etc.

Most earnestly do I call the attention of the legislature and the people, for the last time, to this weakness in our system of supervision. There can be no material advance in the character of the country schools as a whole, until a change is here made. As evidence

of the need, I refer to the report of the U. S. Commissioner of Education for the year 1873, to Francis Adams' *Free Schools of the United States*, to the opinion of other intelligent foreigners who have studied our systems, and to the many distinguished American educators whose views have been presented in my previous reports, and from time to time in the *Journal of Education*. I cannot conceive a more important subject for the investigation of a special legislative committee than this question of the revision of our educational system, and I earnestly renew the recommendation of last year for the appointment of such a committee.

EDUCATIONAL QUALIFICATION FOR SUFFRAGE.

My first annual report contained the following paragraphs:

(6) There is an indirect means by which absolute illiteracy might be diminished, education honored, politics somewhat purified, and the state in general benefited. I refer to the limitation of the privilege of suffrage by an educational qualification. It is admitted that universal intelligence is the only foundation rock upon which to base a democratic republic. In such a government an unintelligent voter—an integral sovereign of the commonwealth without the first and simplest qualification of sovereignty—is an anomaly that should not be permitted. There is no greater, no more dangerous political absurdity than the ballot in the hands of men who cannot even read it,—much less read the laws they blindly and blunderingly aid in enacting and modifying, and the constitution that directs and limits their powers. To convince us of this we need not the examples of Spain, Mexico, the South American republics, and the nearer and even more pitiable illustrations in some of our own southern states.

To secure to the franchise that simplest degree of intelligence which is compatible with wise and honest government, I would not ask that the elective privilege should be taken from any man now possessing it; but I boldly and unequivocally, and emphatically, and with a deep conviction of its eminent justice and wisdom, declare my belief that the state ought to fix a time in the near future after which no more illiterate recruits shall be received into the ranks of its sovereign rulers,—that after such time, no man shall deposit a ballot who cannot read the ballot. This I believe to be due to the cause of good government, due to the interests of education, due as an example to unfortunate sister states, due finally to the example of that Mother of Republics, educated and thrifty New England.

Such a recommendation as the above had, perhaps, never before appeared in a similar report, and it naturally provoked some news-

paper criticism. It has been with gratification, however, that I have since observed many evidences showing that I simply expressed the unspoken thought of thousands of reflective minds. Since the paragraphs were written the same recommendation has twice appeared in the annual messages of the Nation's chief executive, has become a familiar subject of discussion in newspapers, educational journals, in debating clubs, and at the fireside. There is, too, a strong and growing conviction in every intelligent community that a man who cannot read the ballot he deposits ought not to be allowed the legal right to deposit it. It was, however, from the educational point of view that I regarded the recommendation. I looked, and still look, upon an educational qualification for suffrage as tending to diminish illiteracy and improve educational sentiment and educational facilities. I am pleased to call attention to the following words of a distinguished American educator, taken from a paper read by him at the Baltimore meeting of the National Teachers' Association, in 1876, and entitled "The Country School Problem." They embody the first of four "general ideas" for the improvement of the common schools:

"Hereafter let the elective franchise be granted to our youth upon coming to age only on condition of their passing a satisfactory examination before a properly constituted board. Let this examination cover reading, writing, arithmetic, geography, the constitution of the government and American history. Having passed such an examination and given evidence of good moral character, let the name be registered among the voters of the land. Such a requisition as this will at once give the rural school a new function and so deepen the interest in it that all needed improvements will be readily effected. We may not deprive any one who has exercised the franchise from continuing to do so, but the imperative necessity of guarding this sacred trust in some such way in the future, is too apparent to need argument; and well would it have been for some portions of our land if we had years ago entered upon the measure. The circumstances making this a necessity to our political well-being, this is not the place to discuss at length, yet we shall do well to remember that already the great mass of illiterate, uncultured, un-Americanized voters are controlling the destiny of great cities in New England, of whole states in the South, and threaten to overrun our entire Pacific coast. Let us not start back from these sentiments, fellow laborers. This is pre-eminently our work. Politicians will never do it. The movement must begin and be carried forward by the educators of the land, by those collected and represented in this room, by this Association, by the Teachers' Associations of our several states.

“When we come to understand that our work in the common school has such immediate and essential connection as this with the nation’s political life, and begin to assert it in the ears of the people, we shall not lack for an audience, and people will not slumber under our preaching. Of course we shall be stigmatized as meddling with politics; but who has a better right — who a more sacred obligation to meddle with politics than we? If now, the more generally acknowledged connection which schools sustain to good order in society, to efficiency in business life, and position in social life, if these vaguely defined, and imperfectly apprehended functions of our schools give them the life and dignity they have, let them be put thus in immediate organic connection with the very foundations of our political fabric — let them be acknowledged as the legitimate and indispensable trainers of our citizen sovereignty, and what may we not hope for them! Parents will foster them as the only means of fitting their children for citizenship, pupils will seek and reverence them as the fountains of their correct political life, politicians will court them and be wonderfully complaisant toward all measures which look to their development.”

The following from John Stuart Mill’s “Representative Government” has an interest and value in this connection, and I commend to thoughtful attention the whole chapter from which the extract is taken:

“There are, however, certain exclusions, required by positive reasons, which do not conflict with this principle, and which, though on evil in themselves, are only to be got rid of by the cessation of the state of things which requires them. I regard it as wholly inadmissible that any person should participate in the suffrage without being able to read, write, and, I will add, perform the common operations of arithmetic. Justice demands, even when the suffrage does not depend on it, that the means of attaining these elementary acquirements should be within the reach of every person, either gratuitously or at an expense not exceeding what the poorest, who earn their own living, can afford. If this were really the case, people would no more think of giving the suffrage to a man who could not read, than of giving it to a child who could not speak; and it would not be society that would exclude him, but his own laziness. When society has not performed its duty by rendering this amount of instruction accessible to all, there is some hardship in the case, but it is hardship that ought to be borne. If society has neglected to discharge two solemn obligations, the more important and more fundamental of the two must be fulfilled first; universal teaching must precede universal enfranchisement. No one but those in whom an *a priori* theory has silenced common sense will maintain that power over others, over the whole community, should be imparted to people who have not acquired the commonest and most essential requisites for taking care of themselves — for pursuing intelligently their own interests, and those of the persons most nearly allied to them.”

CONCLUSION.

The conclusion, then, of the whole matter is this: To materially improve the country schools of the state, there must be (1) a better system of supervision by men and women competent for the work, receiving larger salaries, more secure in the tenure of their office, having more of the skill that comes from special study and experience, and independent of political influences; (2) a better local organization and management of the schools, such as the township system would give, with its fewer and more intelligent officers and its greater concentration and wiser division of effort; (3) a longer annual continuance of multitudes of the schools, and hence, the more permanent occupation of teachers; (4) the organization of township high schools wherever practicable; (5) a well-defined course of study for the common schools, as well as for the high schools; (6) a larger and more uniform attendance of pupils, secured by systematic efforts of local authorities, and made more easily attainable by free books; (7) a larger amount of money for the support of the schools coming directly from the state, so that poorer districts may enjoy advantages more nearly equal to those of richer ones; (8) a system of township libraries that shall aid and supplement the work of the schools; and (9) an educational qualification for the franchise, that shall give political emphasis to the work of common school instruction.

These are the remedies that must be employed, or a safe degree of progress is impossible. They will add somewhat to the cost of the school system, but not beyond even the present means of the people. They will give to that system three-fold greater vigor, usefulness and popularity. No reform can be wrought by ignoring defects, nor by idle praises of popular education in the abstract. Definite ideas of defects must be supplemented by definite ideas of remedies, and those by definite and persistent action. Thus Horace Mann wrought reform in Massachusetts. Thus all great and wise reforms are accomplished.

I am happy to know that in boldly expressing my convictions, in former reports, I have had the cordial support of the educators of the state, of all classes. The records of the State Teachers' Association show that nearly all these recommendations have met the formal approval of that body, after full consideration and discus-

sion. I am happy to know that the recommendations herein renewed have met general favor with the Press of the state, towards which I have the most grateful feelings for its many expressions of intelligent sympathy, both with what I have advocated and what I have opposed.

Not less appreciated have been the many scores of letters from both friends and strangers, testifying their approval of plain speech in setting forth the demerits as well as the merits of the existing system of popular instruction. It gives me peculiar pleasure to find among these one from him who is to be my successor in office, and to know that he wrote as follows of the first report, in which my entire policy was presented: "To my mind, it is the boldest, strongest and most satisfactory report ever issued from our state department of education. It cannot fail to have a *powerful influence upon the educators among us.* * * You will be criticised for your close analysis of the defects of 'our glorious schools' in Wisconsin; but most of your ideas will finally be embodied in our educational system."

With a profound conviction of the need of universal education among a self-governing people like ours, and with an equally profound trust that the common sense of the people will approve and grant all that is here asked, when the subject is once thoroughly understood by them, I merely invoke continued agitation of the truth, and the continued faith of educational men in its ultimate triumph.

EDWARD SEARING,
Supt. Public Instruction.

ERRATA.

[Being unable, through absence from the state, to correct the proof of the entire report, several typographical errors unfortunately remain, especially in pages xlix to lxiv, inclusive. The more noticeable of these are corrected below.—E. S.]

Page li, 10th line from bottom, for "exciting," read "exerting."

Page lii, 17th line from bottom, for "county," read "country."

Page liii, 8th line from bottom, for "or," read "of."

Page liv, 5th line from top, read "which," before "have."

Page lix, 9th line from bottom, for "that trust," read "the trust."

Page lxi, 7th line from top, for "election," read "elective."

Page lxii, 6th line from bottom, for "Russia," read "Prussia."

DOCUMENTS

ACCOMPANYING REPORT.

REPORTS OF COUNTY SUPERINTENDENTS.

ASHLAND COUNTY.

J. J. MILES, SUPERINTENDENT.

There are five schools in the county of Ashland. Three teachers are employed at \$60 per month, and two at about \$40. Schools will continue for ten months.

There are four male teachers and one female. Average attendance from 30 to 40 to the school.

The town of Ashland purports to be under the town system of school government. One board controls the schools. We have sub-districts, two school-houses, and one building rented. We pursue the graded system as far as practicable.

The town of La Pointe has only one district, but two departments, one for half-breeds who cannot read or write.

Considering the wildness of the country we have good schools. They are a fair average with ordinary district schools. We have had no institutes, for the reason that there are so few teachers here no one seems to want them.

We have one district that has adopted the free-book system, and I think that it is meeting with popular approval in the district, and gives general satisfaction. All the districts have adopted a series

of text-books in the last year; none had been adopted before. I do not know of any demand for further text-book legislation on the part of the people, and don't think any is needed in the interest of the schools or people.

BARRON COUNTY.

H. J. WHITE, SUPERINTENDENT.

I am aware that my annual report is imperfect in a good many particulars, but it is as nearly perfect as the materials furnished me would admit. An apology would do no good.

I find there are 58 districts in the county, an increase of 8 over last year. It is difficult, if not impossible, to find this information in the reports of the clerks and secretaries. I have obtained it by making inquiries of well informed persons in the different towns. This is no reflection on the school officers, as under the head, "No. of school-houses in the town," only the actual number of houses is given, at least six new districts not being supplied with school-houses. The figures in columns C and D, however, are not reliable.

Four school-houses have been built or completed during the past year, making in all 52, nearly all of which have been built during the past five years. There are two or three dilapidated affairs answering the purpôse, temporarily, of school-houses, but with these exceptions the buildings erected for this purpose are creditable structures. The log buildings are hewed inside and out, and but little inferior in appearance and usefulness to the frame houses; while the latter are usually about 20x30 feet on the ground, 12 feet between floor and ceiling, plastered inside, and painted inside and out. They are generally well seated, though there is room for some improvement in this respect. There is usually too little blackboard surface, but this is being remedied to some extent, and by the use of liquid slating a better quality of blackboard is coming into use.

Little or nothing has been done in the way of enclosing school-house sites and beautifying the grounds. I think but three sites are properly enclosed, and not a tree or shrub has yet been planted.

I am satisfied that this subject will receive due attention at an early day. Three school-houses are supplied with patent seats and desks.

Sixty-seven third grade and five second grade certificates were granted during the year; 13 of the former were valid for six months only. At the spring examination no limited or six months certificates were granted, except at the request of school officers; and, as only about 30 schools were in operation at one time during the summer, there was no scarcity of teachers, and but few limited certificates were called for.

School officers have been in the habit of exercising too little discrimination in the matter of wages in favor of the better class of teachers. In some towns the secretaries are instructed to pay a certain sum per month to teachers for the ensuing term. Whereupon that officer proceeds to hire teachers as they present themselves, putting all on the same footing; the wholly inexperienced being paid as high wages as those who have taught for several years and established a good reputation as teachers. This, to say the least, is very poor business policy, and, in my opinion, accounts for most of the incompetency found among those who teach, or attempt to teach our common schools. There is also a tendency to reduce wages to so low rates that the best teachers will be obliged to enter some other calling. There is doubtless room for economy in school management, but if improperly directed it will prove disastrous to school interests.

All the districts in the town of Maple Grove failed to maintain five months' school. This was owing chiefly to the failure of certain non-residents to pay the taxes on their lands in that town. Few districts in other towns maintain school more than five months.

The town of Cedar Lake has been added to the list of towns which supply their schools with books on the free text book-plan; also district No. 2, Lakeland. The town of Sumner supplies its schools with books, but they are not yet quite free; they will be though, I am disposed to think, as soon as the people have an opportunity to vote upon the question. The subject is being favorably considered in other districts and towns. I hear of no opposition to the plan of free text-books among those who have given the matter any thought; and I think its general adoption in this county is but a question of time. Apathy on the part of school officers, and a general dislike to incur a little present expense, I believe, are the only

reasons why the system is not now in general operation. It is, under our free school system, the only satisfactory mode of supplying our schools with the necessary books. With this thought in mind I do not consider any more text-book legislation necessary. Among a number of reasons, which might be given in support of this view, I would mention the following: 1. We now have the best books in the world from which to select. 2. The law permits a change of text books once in three years; whereas under the proposed law no such privilege is accorded to local boards no matter how greatly a change might be desired. 3. It is highly improbable, all things considered, that the books would be supplied at less cost than at present. And, I might add, we have no assurance that school officers or the people would be any more prompt in securing the necessary supplies of books than they now are.

At the last annual town meeting the people of the town of Sumner organized under the new high school law, the high school district to embrace the whole town. The first term of 13 weeks commenced early in September, 1877. Mr. W. A. Synon was engaged as teacher. The people had long felt the need of something above the common school in which those who desire to become teachers could qualify themselves for their chosen work without the expense attending a residence away from home. The enrollment is 23, and I am gratified to be able to report the school under Mr. Synon's charge is fully meeting the expectation of its friends.

BUFFALO COUNTY.

L. KESSINGER, SUPERINTENDENT.

The law requiring the county superintendent to supplement his tabulary report to the state superintendent by a verbal one seems to have had its origin in the conviction, that tabulary reports, aside from their dryness, intricacy and dubious reliability, are at best but very unsatisfactory documents. They are so in many respects, but this is especially the case with regard to the county superintendent. It is true, his visits to his schools are numbered and summed

up in his report, and if he happens to be of an oratorical turn, the number of his addresses may create a sensation, but what he said, and why and to whom he said it, the report does omit to state. And yet that would, in my estimation, be the most interesting part of said address.

Again, it is stated in the report, what text books are used in every town or district, but how they are used no one will become any the wiser from a perusal of said report. It is true that even this verbal explanation is too limited to touch upon all the matters which ought to be mentioned in order to give a comprehensive and correct idea of the condition, progress, and future prospects of the schools of a county. It has, however, the advantage of giving room for general statements not cramped and concealed by red and blue lines and compressed headings.

The general condition of the public schools in this county is favorable; the interest taken in the same by the people is growing and active, and numerous new school houses, some in place of old and superannuated, some for new districts, are at least one apparent proof or testimony of this.

The majority of our teachers are wide-awake to improvements in their profession, and to the elevation of the same to the dignity that properly belongs to it, but which it can only attain by the superior qualifications of its members.

Agitation for new districts has been quite lively during the past year, and will continue to be so as long as the growing wants of a constantly increasing population are not satisfied. One case, which during 1876 has come to your knowledge by way of an appeal, that of a division of Dist. No. 3, of the town of Alma, has now been settled by establishing, as I had indicated in my correspondence, a new district in the northern part of the old district. A new school house in a convenient location is the result so far, and the rest of the business seems to be in a fair way of running smoothly in the future.

In this, my last report to you, I may be permitted to say a word in favor of the county superintendency. I think that it has been the cause of the acknowledged advancement of the public schools in general, and of those in rural counties in particular.

The county superintendent, elected by and for the whole county and for two years, has a more independent and effective position,

than a man elected by a single town and for one year could ever maintain, and his influence and his power in the matter of granting certificates will naturally compel teachers to heed his advice. Regarding his counsels to school districts, and his demands for improvements in school houses, furniture, apparatus and such matters, these are more readily complied with, than they would be, if made by a man, whom school boards meet familiarly every day, and whom they may see removed at the end of the year.

The system has its faults. Dependence on political influences is one of them; another is the shortness of the term and the insufficient salary. These three causes combine to keep many competent men out of this office, and are the cause of the election of some that might be better employed somewhere else.

Yet I am not in favor of making the office dependent upon an appointment by higher authority. It is doubtful whether this really redeems it from political influences, while it cannot be disputed that the people would feel a latent aversion against a man, who might be a stranger to them, and whom not they themselves would have called to his position. The shortness of the term might be overcome by electing the superintendent for four years, as the county judge is now elected.

As for the salary, I think it should, extra expenses deducted, be at least as high as the salary of the best teacher in the county. I never could see why the legal superior of any public employee should receive poorer pay than his legal subordinate. Economy I admire, but parsimony in public affairs is, in my eyes, the most contemptible meanness. Offer good wages, demand adequate work, and employ men of whom such work can reasonably be expected.

The interest of the public schools is the paramount interest of every sensible citizen of this republic, and I hope sensible citizens will be in a *majority*, and croakers in a hopeless minority forever. We can expect this, however, only if we keep constantly and actively at work for the good of the schools. Competent supervision is as necessary as any other thing, and we cannot expect to have it, unless we are willing to compensate for the same.

My opinion in regard to school books you know quite well. I have made some efforts to induce directors to purchase from the publishers directly, but the idea needs yet time to penetrate the skull of the average district officer and that of the average voter.

These people seem to have gone to school when pleasure was found in variety, even if it were of text-books on the same subject in the same school.

They all would like the savings for themselves, but why their neighbors should profit by the same operations is not yet quite clear to them.

In conclusion, I may say, that, stepping out of the superintendent's office, (or even before that,) I have entered the ranks of active, and, as I intend, professional teachers, and am now teaching one of the departments of our public school.

CLARK COUNTY.

WM. T. HENDREN, SUPERINTENDENT.

Having forwarded to you my statistical report, I now hasten to add a few words by way of a special report.

I came into office Jan. 1st, 1877, to fill a vacancy, and shall retire at the end of this year, to give way, I hope, to a man of more experience.

I divided the county into six inspection districts. In two of the northern districts I changed the place of holding the examinations, so as to accommodate those this fall who were not accommodated last spring. Besides, I have held numerous examinations at other times, and at times I have found it necessary to travel twenty or thirty miles to examine a single teacher. Some, of course, have failed, while very many have received only limited certificates, with the warning to prepare for a harder examination in the future. At the last examination this fall, I succeeded in preparing questions which involved *principles*, rather than facts and puzzles, and I found that the more experienced teachers were delighted, while some of the untrained could hardly answer any of the questions. Still, we have an abundance of teachers, with offers of others from other counties. Some of those with limited certificates do well in the school room, and show themselves worthy of encouragement.

Several fine school houses have been erected this year. One of

two of them appear like neat country churches, with spire, and blinds, and bell and shade trees. Perhaps no other new county in the whole state can show such rapid advancement, and such good taste in regard to school houses.

In school visitations, I have been over the county the second time, almost; and in this I have done my most thorough and my best work. Both teachers and pupils have manifested a lively interest in the exercises that I have given them, and I believe that a new life has been given to the cause of education in this county.

Several of our best teachers have left us for the Normal Schools.

We need in this county a Normal Institute, to be held at least four weeks each year, and I think that the teachers feel the need of such training as they never did before.

The high schools of Neillsville, Humbird and Dorchester are worthy of special mention. Prof. R. H. Darling, of Humbird, has done a good work, and Prof. L. A. Doolittle, of Neillsville, proves himself to be a worthy successor of Prof. C. E. Miller.

COLUMBIA COUNTY.

KENNEDY SCOTT, SUPERINTENDENT.

I have the honor to transmit, in answer to your request, the following special report of the condition of our schools and the work of the past year. The schools of the county have kept pace with the progress of the times, and some improvements have been made whereby their efficiency has been increased, and better facilities offered for obtaining the rudiments of a common school education. One new district has been formed, and two other districts have been consolidated, making one good, strong district furnishing a sufficient number of scholars to guarantee a successful school, as far as numbers go to make that. Both these districts have built school houses that speak highly for the intelligence and public spirit of the residents. One log house has been replaced by a neat and comfortable frame building, making three new school houses built the past year.

SCHOLARS' ATTENDANCE.

The annual report to the state department shows that there are 9,004 children of school age in the county, exclusive of the cities of Portage and Columbus, which are not under the jurisdiction of the county superintendent, and that the number of days' attendance is 581,243, or an increase of nearly five per cent. over last year. There is still great need of farther improvement in this direction in view of the fact that 2,182 did not attend school any part of the year. This may be accounted for in part from the fact that in many sections school has been taught in Norwegian and German languages, and the enrollment is not reported in the public school reports. Statistics show that the highest per cent. of attendance is found in localities supporting the best schools, as the following report from two schools the past summer in this county will show. The teacher of the first was experienced and successful, the other had no experience; the former had enrolled 51; her per cent. of attendance was 88; and the latter had an enrollment of 40, with a per cent. of attendance of 40.

TEACHERS.

There are 165 teachers required to fill our schools; 550 applicants have been examined at 17 public examinations and 16 private ones. Certificates have been issued to 390; of this number, 171 were limited, or for six months only. There were 2 first grade, 19 second grade, and 369 third grade.

In conducting examinations, I have aimed to combine the oral with the written method, the object being to ascertain the amount of knowledge in the several branches possessed by the applicants for certificates, as also their ability to impart such knowledge to their scholars.

The teachers of this county, as a class, are earnest, ambitious and awake, and every effort made toward improvement has met with a hearty response from them. Each year about one-fifth of the teaching force are beginners, causing a vast amount of experimental and misdirected labor, acting as a serious clog to progress, as no sooner do they become proficient than they leave teaching.

INSTITUTE.

The institute held at Portage City last spring was the second

largest ever held in the state, there being 191 registered, with an average daily attendance of 160. This is a fair index of the interest manifested by our teachers in the matter of improvement. The institute was conducted principally by Prof. D. McGregor, of Platteville Normal School. His thorough scholarship, his practical knowledge of all that pertains to our public school system, and above all, his genial and gentlemanly bearing, won for him the entire confidence and esteem of all who attended.

Two lectures were delivered before the institute to large and appreciative audiences, one by Hon. E. Searing, and one by Prof. A. O. Wright, of Fox Lake Seminary.

This county has furnished twenty students to the State Normal Schools.

APPARATUS.

Although \$2,805 worth of apparatus is reported, many districts in the county cannot boast of a single map, globe, chart, numeral frame, nor more than two square yards of poor blackboard, and only about one-half have copies of Webster's dictionary of such date and condition as to aid the teachers or pupils. In my judgment it is necessary that each school should at least be provided with a map of the county and state, and I hope that district officers and patrons of schools will consider this subject favorably.

FREE HIGH SCHOOLS.

While under my jurisdiction there has been but one organized, and that is at Lodi. There are at least four of the graded schools in this county that are teaching everything required in the "Free High School Act," without deriving any of the benefit the state would confer, and are still paying their share of the tax in the support of said schools.

TEACHERS' ASSOCIATIONS.

These meetings have been held in different localities throughout the county with much benefit. General instruction, reports of the condition of schools, class recitations and discussions upon the common branches is the order of exercises at these gatherings. The meetings have made the teachers better acquainted, the interchange of ideas has created thought, and stimulated them to more energetic work.

SCHOOL VISITATIONS.

I attach more importance to this duty than many are inclined to. During the year I have twice visited all the schools in the county that have held two terms, except eight; and in these visits I have given particular attention to orthoepy, orthography, reading and writing, as I have found that these studies were most neglected, and have been well pleased with the result, especially at the improvement in writing.

In conclusion, I would again urge the necessity of having the summer schools commence as early as the middle of April, instead of the first Monday in May, as the attendance after the first of July will not, on an average, be over fifty per cent. of that of the first month of school.

 GREEN COUNTY.

T. C. RICHMOND, SUPERINTENDENT.

I stated in my last special report that we were making efforts to secure competent teachers. For this purpose we have continued, and still intend to continue, our institute work. We have institutes in this county just one-third of the time, and I am glad to be able to report that as the results of this work we have, (1) An able set of teachers. (2) A better and more uniform system of teaching. (3) A much livelier interest in school work on the part of the patrons.

TEACHERS' SOCIETIES.

We have our county divided, we might say, into four circuits, and each circuit into three districts, for the purpose of teachers' meetings. To each circuit we give a certain Saturday in each month; as for instance, to the north circuit the first Saturday, to the west circuit the second Saturday, and in this way we have a meeting in some district every Saturday.

TEXT-BOOKS.

A large number of districts have formally adopted a series of

text-books. Some under section 53, chapter 155, of the school code, but a large number under chapter 315, laws of 1875. In most cases the boards purchase the books from the publishers and furnish them to the pupils at cost. The people, so far as we know, are well satisfied with what is being accomplished under the latter law. But under the best law that could be enacted, with our present system of having district boards attend to this matter, we will have more or less inconvenience. A good superintendent can do a good deal in helping in the selection and adoption of text-books, but he cannot do all ; and I am well satisfied that we ought to have a town board of education to attend to this and some other matters, and have at least a town uniformity in text-books.

FREE HIGH SCHOOLS.

So much of our time for the past two years has been given to institute work that we have not been able to do much towards establishing free high schools, although we need them very much and ought to have them. Could we have a free high school in every township we would then have practically established the town system, and that, too, on a high plane.

SCHOOL HOUSES, ETC.

We are glad to be able to report that our old school buildings are fast being replaced by new and commodious houses. There are still a very few school houses in this county that are a disgrace to us ; but we will soon be rid of these, if in no other way, by condemning them.

Taking this county as a whole we are but poorly supplied with school apparatus ; we need to invest largely in maps, globes, charts, etc. However, we are hopeful that with our present corps of teachers, who appreciate these things and who can use them to advantage in school, this deficiency will soon be supplied. As a general thing our people are willing to supply these things to conscientious and enthusiastic teachers who can and will use them.

GRADED SCHOOLS.

The Monroe school, under the supervision of Prof. Twining, is doing excellent work. A goodly number of practical teachers are sent out from this school to work in the common schools of the

county, and some are prepared for admission to the State University. I can but speak in the highest terms of the successful efforts that have been made in this school to establish a library. The Brodhead school has taken a new start, and being thoroughly re-organized, bids fair to rank well among our high schools. The Albany school, under ex-superintendent Morgan, and the schools in Juda, Monticello and New Glarus, are improving. In each of these places we ought to have a free high school.

NORMAL SCHOOLS.

Green county may be counted as a friend to the normal schools. We are now sending a goodly number of teachers to those schools, and we can strongly commend their work.

CONCLUSION.

Looking over the past two years' work, we feel very much encouraged. We know our teachers are better prepared for their work, our system is more thorough, and our future work more inviting. In securing these results, I would here most gratefully acknowledge the advice, aid and encouragement received from Prof. Twining and ex-Supt. Morgan, who have been true workers with us, and on whom we have always been able to count.

JEFFERSON COUNTY.

C. J. COLLIER, SUPERINTENDENT.

I forward herewith something purporting to be an annual report. I have endeavored to do the best that I could, and yet it is full of imperfections.

I have found it much more difficult than usual to obtain reports from town clerks. This I attribute somewhat to the fact that the district clerks have been elected this year, and many of them just in time to make the annual report, and when we consider the fact that in many districts the clerk is unable to read or write in the English language, and that many districts keep no regular record

of their proceedings, merely memorandums taken upon slips of paper and that, too often, these are not to be found, my only wonder is, that they approximate so nearly to the truth.

I have taken the pains, in several instances, to go back to town clerks with their reports and, with them, to the district clerks, and failed to find any record sufficient to correct either financial statements or special statistics, and have been fairly compelled either to send them as I received them, full of errors, or to "doctor" them so as to make them balance, and as the benefit to be derived from the report would be about the same in either case, I have copied and forwarded.

I think that unless some penalty be attached to the law requiring reports upon all subjects required, as well as to the report of the number of children and the length of the school, the reports as a whole will be very unreliable.

It is true, some district clerks make very full reports, and this is true in every town in the county, but others will leave out some part, and when these partial reports are consolidated the totals and averages are somewhat deficient.

It gives me pleasure to be able to report a very perceptible progress in the condition of schools and in the qualifications of the teachers. In many districts the work is not such as ought to be demanded, yet I can see some improvement, and the demand for better teachers is increasing.

I have held fifteen public examinations during the year, and using forty-six days for the work, it has been my endeavor to make these examinations as thorough and as practical as possible, combining oral and written work and class drill, and spending a portion of each day discussing various subjects connected with "Theory and Practice." At these various examinations I have had 637 applicants, and have granted 275 certificates; 7 of the first grade, 22 of the second, and 246 of the third.

I would say, in explanation of the large number of failures, that quite a large number of the applicants were students of the graded and high schools, and were only writing for a standing, not intending to teach at present.

Our institute, in the spring, was attended by one hundred teachers, and as to the work, I need only say that it was under the charge of Prof. Salisbury, to make it appear that it was both inter-

esting and profitable, and the effects of it have been felt in the schools throughout the county.

I have made 232 school visits, using a day for two visits, making a written report, in all cases where I was unable to meet with any member of the school board, of the condition of the house, its apparatus and surroundings, as well as the condition and prospects of the school, and making such recommendations and suggestions as I thought beneficial.

I would respectfully suggest the necessity of a law regulating the age of applicants. I find it a very difficult matter to say to a teacher, friends, and even school boards, my only objection is age, many districts being anxious to employ such teachers on account of the wages. It is true some have performed a good work, and yet others of equal ability fail for various reasons, the principal of which are: first—a lack of judgment to meet emergencies that are so liable to arise in the school room; second—a lack of self reliance; and last, but not least, the school boards and patrons that have urged the school upon them, have no confidence in their judgment and ability to control unmanageable pupils, and as often condemn the action of the teacher, as that of the offender.

I have been compelled to refuse certificates to four girls only fifteen years of age, that had schools promised them, and that had recommendations from teachers and others as to their capabilities, and in their examination made a standing better than the average third grade teacher.

I have been thus explicit in making this statement, that some method may be taken to relieve superintendents from being required to refuse a certificate upon their own judgment when, as will often be the case in this matter, this judgment will be in direct opposition to that of many others.

I would also suggest a change in the law as to the register required to be kept by the teacher. At present the only information it can possibly impart to the new teacher is the names of the pupils and the amount of their attendance, tardiness, etc. I should like to see a law passed requiring a register of class work, and files of written examination work, and a general report of the condition of the school to be made by the teacher and left where it could be seen and examined by his successor.

I cannot close this report without again urging the necessity of

the personal supervision of the work in the school room by patrons and school boards. Without this, the limited amount of time spent in each school by the superintendent is in many instances lost, as many teachers that promise reform, only do so, with the mental resolve to put it off as long as possible. Hence I say, if you would have your work well done, give it your personal supervision.

LA CROSSE COUNTY.

S. M. LEETE, SUPERINTENDENT.

I am able to report marked improvement in the schools of this county during the past year. This improvement is attributable chiefly to three things: First, the large majority of our teachers have for each year of the last two years been in attendance at our yearly institute; second, the examinations have been more rigid and those licensed have consequently been better prepared for their work; third, many school boards have made it a point to consult the superintendent before hiring their teachers.

This is as it should be. School boards can necessarily have but little knowledge of the culture and teaching qualifications of applicants for their schools; and by their consulting the superintendent he is able to utilize his knowledge of the teachers under his supervision. I think the interest of our schools would be advanced had we a law requiring consultations between boards and superintendent, relative to the employment of teachers. A day might be given each spring and fall, in every inspection district, for this purpose. I think some such plan would bring about unity of effort between school officers and county superintendents that would be beneficial.

Improvement has also been made in school buildings, during the year. A new house has been erected in the town of Farmington, another in the town of Holland. The district comprising the village of Onalaska has enlarged its house which is now the largest in the county. Several other districts have enlarged and improved their buildings.

I have granted during the year one hundred and eleven certificates. Fifty-six were granted to males and fifty-five to females. Three of these certificates were of the first grade, seven of the second, and the remainder of the third grade. There are sixty-six school houses in the county. Seventy-five teachers are required to teach the schools.

The institute held in October was well attended and very marked interest was manifested throughout all the sessions. The visit and lecture of the Supt. of Public Instruction added very much to the interest of the institute. Hon. W. H. Chandler was also present during two days and aided us by conducting several exercises. His lecture was well received.

Summing up the items mentioned, we have better teachers than ever before, school boards are more careful in selecting teachers, and new houses have been built, others repaired and improved, so that on the whole the outlook is promising.

MANITOWOC COUNTY.

W. A. WALKER, SUPERINTENDENT.

I have the honor to transmit to you the following special report:

The reports of the town clerks have, as a rule, been more correct the past fall than heretofore, during the time that I have exercised the duties of superintendent. How much is due, in this direction, to the calling of the attention of school clerks to the matter of their reports in a circular sent out during the summer, I am unable to say. Were the reports simplified, by leaving out many of the particulars at present required, there is little doubt but that we should in the course of time approach correctness. It is burdensome for a man to perform that which he believes useless; and impossible for him to do well that which he but faintly comprehends.

The schools of the county are in a fairly progressive state. As the people accumulate property, better school houses are erected, and more taste in surroundings and greater liberality in furnishing are shown. The labor of children is not needed in the woods and

fields to provide sustenance for the family, and they are allowed to spend the time in attendance at school. I believe that many of the questions that at present agitate school-men will be solved at no distant day through the means of accumulation of property. Men cannot be liberal in the voting of taxes, when their payment takes from them the enjoyments of life.

The Institute during August last, under the charge of Mr. Graham, was a very successful one, viewed in every light. To appreciate the power that experience gives, it is but necessary to be with Mr. Graham during a session of an Institute. Teachers' meetings are to be organized in at least three portions of the county for winter's work. They are to be in a measure auxiliaries to the county association.

The greater portion of the districts of the county, stimulated by the circular sent out from the office of the state superintendent, supplemented by one from this office, have adopted a series of text-books. The books adopted have not always been worthy, the occasion having been taken by agents to successfully canvass a few country districts and put in poor books. Had the state superintendent recommended books to be selected from, this would not have occurred. If occasion again requires a circular of like character from my office, guided by experience, I will follow such a course. The official adoption of text-books by districts has worked favorably, and to the advancement of school interests.

But few districts have tried the purchase plan further than to purchase for first introduction. Some of these districts are contemplating the purchase of books in quantity for continued use in the schools. In the main, satisfactory results are reported. I know of no district in which the free text-book plan has been tried. If at all practical with us, it is of the future.

There is a general demand for *cheaper* text-books, and, I believe, the people generally are favorable to any policy or legislation contributing to that result, not absolutely hurtful in tendency. A latent desire exists for state uniformity, but not of a character to accomplish anything of importance.

If the power were given to district boards to control the matter of district purchase, rather than to the school district, a large number of districts would adopt the plan. The power to purchase and sell might be given to boards at their option, and the more exten-

sive power of purchasing and renting or loaning withheld. Many boards would assume the risk, personally, were they legally authorized to do so.

A course of study, sanctioned and issued by the state superintendent, would work valuable results in the state. Such a course could be made of a form pliable enough to fit the circumstances of nearly every country school, and should comprise general directions as to the method of instruction to be pursued. System and plan are the needs of the country schools. A definite work to do with a definite object to be reached, would enable teachers to do work with greater thoroughness, and accomplish much more. I believe such a course of study feasible, and the time ripe for its institution.

If each superintendent were directed to call to his assistance two persons, properly qualified, forming a board of examination, to aid in examinations and the granting of certificates, I believe general good would result. Favoritism and dishonesty would, in a measure, be done away with, and teachers would depend more upon scholarship than upon the personal friendship of the superintendent, or the political influence of their friends. Such a system would distribute responsibility, and do away with the persistent and annoying solicitations for licenses by those who fail, that every superintendent undergoes. The superintendent in the honest discharge of his duties, would not be compelled to create such a number of implacable enemies. The additional expense would be only nominal.

MARATHON COUNTY.

THOMAS GREENE, SUPERINTENDENT.

During the past school year, a very decided improvement has been made in all the schools of this county, an improvement which is due to the interest which has been aroused in parents, school officers, teachers and patrons.

The standard for certificates has been raised, and an advance in the qualifications of teachers required with success. The scholarship of teachers has greatly improved. They have in general be-

come earnest and active in their efforts to render themselves worthy of the trust committed to their charge.

The number of teachers that attended the institute this fall has been much larger than that of last year. It was conducted under the skilful management of Prof. Graham, whose valuable services will long be remembered with pleasure by those who were in attendance.

The school houses in general are in good condition. In districts where the people cannot afford to build new houses, the old ones have been repaired and made neat and comfortable. In many of the school houses the clumsy old seats and desks have disappeared, and patent furniture has taken possession. There is but one mean school house in the county and that will soon disappear.

MARQUETTE COUNTY.

H. M. OLDER, SUPERINTENDENT.

In submitting my annual report, I wish to give a slight résumé of school work for the past four years in Marquette county, that you may be able to judge of the progress, or non-progress, better than you can from the statistical report.

On taking charge of the schools as superintendent, I found many faults which needed correction, and my sense of duty led me to seek for the causes and try to remove them. Among these faults were: first, a general apathy on the part of the patrons of the schools, they thinking their whole duty was done when they voted a tax and hired a teacher, in many cases not providing a decent room, out-buildings, play ground, text-books, or *ever* visiting the schools; second, as much of an apathy on the part of the teachers, they considering their duty done when they asked the pupils the question in the lessons assigned, exercised a partial control over them during six hours of the day, and drew their money at the end of the term, and repeating this farce on teaching in some other district during the next term. I do not mean to say this was universal, but there was this disposition in many districts in the county, and the result was, of course, a distaste for school, which led to

irregular attendance, tardiness, lack of interest in school work, and hence no good was derived.

To remedy these evils I worked for the following results, and by the means mentioned below: First, to get good rooms and surroundings, by showing to the people the benefits to be derived, by pointing out the danger to health and morals, and the result has been ten entirely new school rooms, and many more reseated and made habitable, good out buildings to nearly every school house, nice play grounds, apparatus, and a good deal of improvement in textbooks. Second, a better grade of teachers. This was accomplished by personal advice to teachers, in pointing out their duties, convincing them they were legally and morally bound to instruct intellectually, morally and physically; that they were obligated to perform — by delegation — every duty a parent was naturally to perform. Also by raising the standard of teachers so that “only the fittest should survive,” thereby giving to the schools the best material we had. Of course this necessitated some means of improvement for teachers, and being remote from normal schools, and having no high schools in the county, application was freely made for institutes, and I am free to say that to these we are indebted more than to any other means, for any advancement that has been made.

Institutes have been a means of instruction to the teachers, have shown them better ways of teaching, have awakened a love of knowledge in teachers which has resulted in private study, more extended reading, attendance at normal and high schools, induced them to practice in their work what they have learned by their attendance at these institutes, and unless we acknowledge that the instruction given is worthless, then we must acknowledge that they have been of great practical benefit. Nor does the good stop here, they are strong aids to the normal schools, for once beget a love of knowledge and it is sure to seek a channel of improvement; and applications for admission to the normal schools have never been so frequent as since the institute work has been in vogue in this county; and no spring or fall passes now but a number of teachers are in attendance on the high schools at Portage and other places. All these combined have formed a far more healthy opinion and the results are, a large increase of attendance, a greater interest among patrons, a better class of teachers, and far better

instruction — results which are well worth striving for and working to not only retain but advance.

I cannot close my report without making some suggestions which, if carried out, would, in my opinion, bring desirable results:

1. Every institute should be held at least two weeks.
2. The free text-book law and town system should be obligatory instead of optional.
3. One free high school at least should be organized in each town.
4. The superintendent should be elected for not less than three years, and by the town school boards, and should be paid by the state.
5. Each town should have a uniformity of text-books.

These are opinions I have been led to adopt, after carefully considering the subjects, and think the reasons are patent to everyone.

While realizing that much remains to be done, and that all has not been accomplished that might have been, yet I hope that the results of the work are such as will commend themselves to you, and receive your approval.

MONROE COUNTY.

N. H. HOLDEN, SUPERINTENDENT.

The number of teachers required to teach the schools in this county is 145, an increase of three from last year. One district has been discontinued, and four new districts formed. Three new frame school-houses have taken the places of inferior ones, and several districts have raised money for the purpose of building new houses next year.

There are many school-houses in the county entirely unsuitable for school purposes. In some of these cases the districts contain but few families, or have so little property that the expense of a school is very burdensome, even with the smallest possible outlay in a school-house. In other districts there is no excuse but penuriousness, or erroneous views of school economy. Ten of the twelve new school-houses built within the past two years are frame buildings, well constructed, and six of them furnished with patent seats and desks.

The financial statement shows a larger amount expended for school buildings and a less amount for teacher's wages than during the year previous; the average wages of teachers being about one dollar per month less.

The total number of persons of school age in the county is 8,289, being 287 more than last year. Of this number, over two-thirds have attended school within the year. Every district has maintained, at least, five months of school, with the exception of a new district in Byron, not formed in time, and a district in Wilton in which the school house was burned last winter.

During the year, I have visited schools in one hundred and two districts, making to them one hundred and fifty-six visits. While this work requires a large amount of travel and no inconsiderable expense, a full knowledge of the teacher's power and value in school work can be ascertained only by personal inspection of the work.

Last winter nearly all of our schools were doing good effective work. The summer schools are of shorter terms and not as well attended. Many of them are taught by younger and less experienced teachers; and while they cost less than the winter school the average work is inferior, and their value much less.

Many districts have wisely arranged their school terms, so there is no school in July or August; having fall, winter, and spring terms, or a long winter and a short summer term. This will increase the average attendance and give a better average grade of work.

A series of teachers' meetings was held last winter at Sparta, Tomah, and Wilton. The attendance was reasonably large, and the teachers present showed an earnest enthusiasm in efforts for improvement. The work of these meetings was given almost exclusively to questions of how to teach the various branches more successfully. The teachers who attended were materially benefited.

A teachers' institute was held at Sparta in April, conducted by Prof. Robert Graham assisted by the late Prof. O. R. Smith. There were 134 teachers in attendance—nearly all of them, the entire week. The State Superintendent of Public Instruction, Hon. E. Searing, and Pres. Parker, of the River Falls Normal School, were present, and lectured to the institute. A large proportion of all the teachers in the county were present, and the institute was in every sense a decided success.

Material advancement in our schools may be secured by supplying them with teachers of more thorough scholarship; with teachers having more knowledge of methods or how to impart instruction; and by providing school houses properly seated, with sufficient blackboards, crayons, maps, and other needed apparatus.

To secure better scholarship, I have raised the standard required at examinations as high as seemed reasonable with the supply of teachers in the county, and their opportunities for improvement. Improvement in knowledge of "how to teach" must be made through attendance at normal schools and teachers' institutes, or by careful study of works on theory and practice of teaching.

Although the normal schools are remote, a limited number of teachers attend some of them each year; and, as the report shows, a large number attend the institute and teachers' meetings.

From the large number of teachers required, the smallness and poverty of some districts, and remoteness of normal or training schools, it is impossible for all district schools to be taught by well trained teachers.

Nearly all of the teachers in this county, who have normal school training, obtain situations in graded schools, or at prices that only few districts are able to pay; and the less able districts must take such ability as Monroe county schools and teachers' institutes furnish them.

There has been improvement each year in the high schools of Sparta and Tomah. These, with the advantages now offered by the graded schools at Norwalk, Wilton, Kendalls, and Glendale, give better opportunities for instruction in our own county than formerly. These schools exert a material influence upon the character of the schools in a circuit around them, as nearly all of the adjacent schools are taught a portion of the year by teachers that have only such scholarship and training as they have been able to obtain at some one of these graded schools; and I am glad to be able to report that each of these schools is in charge of a thorough, earnest, and competent teacher.

Within the year, I have held thirteen public examinations. Whole number of applicants examined, 384; certificates granted, 230. Some of these were for six months only, year certificates being granted only to those who obtained a high average standing. Thirty-four teachers attended the spring and fall examinations and

received two certificates each. I have intended to license a sufficient number of the better applicants to teach all the schools, and a small surplus. To license more than this, will fill the schools with the cheaper and less competent teachers, leaving the experienced whose services are more valuable, to find other business and thus discourage the really meritorious and lower the grade of work.

The county superintendent of schools is beset at every examination by applicants for certificates and schools, who are but 15, 16, or 17 years of age. Their scholarship may answer the requirement but, with few exceptions, they lack the mature judgment and understanding of the work necessary to success, and make partial or total failures. It requires a little nerve and decision to hazard popularity, and brave the partial parents' wrath by refusing to grant certificates to babies.

The public sentiment in this county in educational matters compares favorably with the better counties in the state of which I have any knowledge. We have a good number of well experienced teachers, and while our schools have not reached the highest excellence, I consider they are doing fairly good work.

PEPIN COUNTY.

J. H. ROUNDS, SUPERINTENDENT.

I am a little behind time with my annual report, caused by some of the town clerks being late with theirs. Some of their reports I had to return for correction, and to be completed. In the financial statistics, I see one town reports nothing received "from taxes levied by county supervisors." If they have drawn it from the town treasurer, or from the county treasurer, it is probably placed in the column headed "from all other sources."

Every school district in the county has maintained a school five or more months during the past year; and all are entitled to share in the state school fund.

I manage to visit each school in the county once or more in each

term, and usually spend the entire day in the school, and occupy part of the time in oral reviews of their studies. Generally, the pupils manifest a commendable degree of interest in these exercises.

The free high school in Durand is conducted by C. D. Bon, and the one at Pepin by E. T. Fitch. Both men are first class educators, and the fruits of their labors are already apparent in the preparation that some of the young men and women of our county have made for the teacher's work. We number some of them among our best teachers.

Last winter we organized and held teachers' meetings in Durand and Pepin. They were spent in drill exercises, calculated to prepare the teachers for better work in the school-room. Our teachers' institutes have been well attended and they have been very profitable, by showing teachers the standing to which they should aspire, if they would rank honorably in the profession.

In looking over the field of my labors for the past two years, I conclude we are getting better teachers and better schools in Pepin county, and that we are making progress in the good work; and in this educational work we recognize the valuable aid rendered by our Hon. Supt. of Public Instruction, by his constant and untiring labors in this direction, for which we tender our thanks and gratitude.

PIERCE COUNTY.

H. S. BAKER, SUPERINTENDENT.

While the aim in the visitation, in the past, has been, during the different seasons, to work up a good degree of discipline, a proper programme of recitations and study, systematic school and class movements, in general work, in the future I shall give particular attention to the best methods of presenting particular topics, usually called difficult. In regard to branches in which I have labored to secure a good method, primary reading, primary geography, spelling and language have received attention. Next winter's work will relate to branches and topics naturally following the above, and especially to drawing, physiology and advanced

reading. The association work, which has been mainly upon primary methods and general school management, will now touch the second and first grade branches. The former are fairly understood. Especial attention will be given to creating an interest among parents. The teachers have, in some cases, been hindered in their work by apathy and unthinking opposition to new methods and a desire of some to limit the school-room work to the three R's. Even grammar has been denounced as injurious.

LEGISLATION NEEDED.

I give points not noticed last year.

1. Drawing and botany deserve a place among the requirements, in some grade. Physiology should be placed among the third grade branches. Personally, I believe that all three belong there, even if they should crowd constitutions, history and orthoepy into the second grade. The reasons are many and obvious.

2. A law compelling each district to purchase a small number of books to form the basis of a library, the amount to vary with the valuation of the district.

3. The Journal of Education, by legislative appropriation, or otherwise, should be placed in the hands of every school board.

4. A law absolutely forbidding private examinations of teachers, but allowing, as now, supplementary public examinations.

5. I believe that a wise, well digested law, compelling attendance at school a portion of the year, at least of children from 7 to 15 years of age, would be a blessing to this county. If it proved a failure, it would do good by calling attention to the matter. I am aware that this view is not popular, but I speak advisedly of Pierce county.

6. There should be an increase of the fund devoted to Institute work, sufficient to provide at least one good lecture at each, or during each Institute, with a view to awakening an interest in the parents, and inspiring them to have good schools.

7. There should be some penalty or reward attached to the proper performance of the duties of the district board, in relation to making the annual report. The county superintendents cannot always do their duty. When a district treasurer can omit a financial statement for three years, with impunity, there is a defect in the law.

8. There should be more definite laws in regard to the conduct of a trial of a teacher before the county superintendent, upon charges affecting moral character, with a view to having the certificate annulled. A case of that kind developed the fact that the bar could find little in the statute or reports to guide them. The judicial power of the superintendent seems to be undefined. His power in regard to compelling the attendance of witnesses, and in similar cases, is given differently by different legal advisers.

9. There should be a larger appropriation for the annual reports of the state superintendent, in order to have some copies for distribution among the higher grade of teachers, through the county superintendent or otherwise. There have been many calls for them within the last year.

TEXT-BOOKS.

By the liberal use of circulars, both of my own and of the state superintendent, a large number of districts have purchased books and made them free, or sold at cost to pupils, and the work still goes on. The results are, in all cases, satisfactory. In another year, I believe that no politician can show any advantage that would accrue to Pierce county, by a bill's being passed like the one before the legislature last winter, even if it should embody the united wisdom of the state, in regard to uniform text-books.

HIGH SCHOOLS.

The city of Prescott has recently organized under the law of 1875. Other places have discussed the subject, and may act next year. The school at Prescott, a private academy at River Falls, and the Normal, give teachers an opportunity to acquire good preparation, and will warrant a rapid advance in the requirements for a certificate.

DRAWING.

During the last year, a large number of teachers have introduced this branch, and it has given a new stimulus to primary work. A large number of teachers, probably one-half, reported that they taught it last summer. The systems of Walter Smith and Krusi are chiefly followed. A large number have purchased manuals for use in the winter schools, and a good work is promised. I am urging the importance of teaching this branch to all grades of pupils, and especially to the primary.

TEACHERS' ASSOCIATIONS.

The Pierce County Teachers' Association has had very frequent meetings during the past year, and the good accomplished has been very great. New methods, valuable information, and a professional spirit, are the results. The teaching of history, primary reading, geography and spelling, has been, by these meetings, rendered very effective. A few town associations of live teachers had very profitable meetings last winter.

GENERAL PROGRESS.

1. Educational papers are now very generally read. About 150 of various kinds are now taken in the county. I now mark upon every teacher's certificate the number of such papers taken, and the kind, whether weekly or monthly.

2. There is a great deal of attention paid to the movements of classes and the school as a whole. System is taking the place of confusion. It is, in some schools, almost military in its precision.

3. Penmanship and map drawing are receiving proper attention, and oral spelling has become a thing of the past, in most schools.

4. Ventilation is better than formerly, and the hygiene of the school room is studied, and heeded.

5. A very large number, by close application, and private study, obtained first and second grade certificates. District boards are asking for something better than a third grade teacher, where the school is large.

6. Constant inquiries in regard to maps, globes and other apparatus, show a rising interest in better educational facilities.

7. Lyceums, lectures paid for by them, and the attendance of district officers upon associations, attest the same.

8. A large number of new school houses have been built during the year, and they have been well furnished, and are a credit to the districts.

9. The meetings of the Pierce County Teachers' Association have been well attended and productive of much benefit, as my visitation shows.

10. The teachers holding first and second grade certificates, especially males, are, I believe, without exception, engaged for the winter, and this shows that a better class of teachers is demanded.

11. Many competent female teachers have found employment in other counties, while few have come from other counties into Pierce. This may, however, be differently interpreted by some.

12. In visiting the different schools, I have been pleased at the readiness with which my suggestions were received and acted upon by teachers. Others have importuned me for advice, and plied me with questions regarding the methods they used, and possible improvements, until I have felt the need of a more thorough knowledge of methods. My having stood in the relation of teacher to about one-third of the teachers, renders them more free to speak without embarrassment.

POLK COUNTY.

J. W. DEAN, SUPERINTENDENT.

In transmitting this, my last annual report, it may not be amiss to say something of the objects I have sought to accomplish, and to enumerate some of the obstacles in the way of carrying out my plans.

During my first visit to the schools, I was struck with the idea that many of the teachers were complete slaves to the text-books; that if the pupil recited so many lines from the book, although it was evident he did not comprehend the meaning of what he repeated, he was credited with a perfect lesson. I also noticed that many of the pupils did no studying, or if they studied, it was the book and not the subject. And often when time for recitation came, the *teacher* instead of the *pupil* did the reciting. Many of the teachers were young, and having been thus taught, knew no other way. Whenever I have had opportunity, in my visits to the schools and in the teachers' meetings, I have condemned this method of teaching, or want of teaching; and, while it would savor of egotism to claim that much has been done in this direction, I believe that more teachers now, than formerly, are earnestly laboring to awaken thought on the part of the pupils.

In speaking as I do of the mismanagement of the schools, I would

not be understood as agreeing with the few who claim that they are little if any better than no schools, for I am aware that there are many who have pursued an honorable and successful career, who received their inspiration, as well as the rudiments of their education, in the common schools, and there are thousands more, in the humbler walks of life, who have been made better and consequently happier through the same agency. But I would be understood as claiming that we may and ought to receive greater returns for the amount expended for the support of schools in our state, and further, that we can never receive adequate returns until we place a better class of teachers in the schools than we now have, and that it is worse than folly to expect such teachers, unless we require *special* preparation on their part. We might as well expect one to make a proficient bookkeeper at once, who knows nothing of the science of accounts.

After the first examination I found that we had more teachers than we had schools, and resolved to select the teachers from those that evinced the most thorough preparation at the examinations, and the greatest aptitude to teach in the school-room. I have kept this object constantly in view, and have reason to believe that it is beginning to produce good results, by stimulating teachers to make extra effort to fit themselves for their work, by compelling some of the unfaithful ones to abandon teaching, and by giving some assurance to the best of our teachers of the permanency of their employment. While I have not been exempt from the charge of favoritism, so generally brought against superintendents, wherever this course of action has been brought to the notice of the people it has generally met with their approbation.

The greatest obstacle to carrying it out seems to be the meager wages paid to teachers in some of the districts. People seem to forget that a person who has spent both time and money fitting himself; nay, who is constantly spending time and money that he may have something new to offer his pupils, can not afford to work for the same wages as the person who has received no training outside the common schools, and now makes no effort for improvement.

I have in mind one who has had many advantages of training, is acknowledged by all to be a person of superior mind and a good teacher, has attended every teachers' meeting held in the county the past two years; and, on the other hand, another who has had

none of these advantages, and who has manifested little interest in education generally, and yet, because the latter holds a certificate he is as likely to find employment as the former, and sometimes seems to have the preference.

The two teachers' meetings held the past year—the meeting of Polk County Teachers' Association, held at Farmington Center, and the institute, held at St. Croix Falls—were largely attended, and an unusual degree of interest was manifested by teachers and visitors.

ROCK COUNTY—FIRST DISTRICT.

J. W. WEST, SUPERINTENDENT.

In comparing the schools and educational interests of this superintendent district now, with the same of one year ago, I am glad to be able to report a marked improvement in many respects. The standard of qualification of teachers has been raised; school officers are more careful and guarded as to the character and ability of teachers they employ, giving preference to those who hold good certificates and manifest a lively interest in their profession, by attending institutes, reading educational works, etc., believing after all, that the cheap teachers are the dearest in the end. As a result, the teachers of the past year have manifested a greater devotion to their work; patrons and school officers have made more frequent visits, and the attendance of pupils has been more regular than during the year previous.

I cannot, however, make so favorable a showing as to the permanency of teachers, as some of my brother superintendents; rotation is too much practiced. Eighty-nine teachers are required to teach the schools and departments of this district, and 164 persons were employed the past year. The schools of the past summer, with the exception of four, were taught by female teachers, while more than half the teachers employed for the winter term were males, yet it is frequently the case that the same teacher is employed alternately for summer and winter. The average wages of male teachers have been reduced a little, while those of females have been increased.

Two hundred and nine third grade, twenty-seven second grade, and six first grade certificates have been granted, and the holders of there are but little more than half the number of applicants. If there is a scarcity of teachers in other parts of the state, we can furnish a supply without impoverishing our own schools.

Many of the school-houses are in better condition than they were one year ago, needed repairs and improvements having been made. School-rooms are better provided with outline maps, charts, etc. In a few instances shade trees beautify and decorate the school-grounds.

One new school district has been formed and three new school-houses erected; two are wooden buildings, the other is veneered with brick. Two others are in contemplation and will be built the coming year, and still there remain a few miserable shells not worthy the name of school-house, which I hope will soon be replaced by new ones.

Much credit is due the town clerks for the accuracy and completeness of their annual school reports, and for their promptness in making returns. The result is, with the aid of teachers' monthly reports, I think I have presented to you a passably correct report.

The text-book question has been pretty thoroughly agitated and discussed, especially since issuing a circular to district boards bearing upon this question. The plan of districts' purchasing direct from publishers is generally approved, but there is a variety of opinions as to the best mode of furnishing the books. My annual report shows that four of the eighty-three districts under my supervision, purchase direct from the publishers; two loan free to the children, and two sell at a nominal advance, to cover cost of handling and caring for the books. Since the annual school-meetings, many districts have examined the plan more carefully and have called special meetings for the express purpose of adopting the same. By the close of another year, I am of the opinion that our patrons and school officers generally will become thoroughly convinced of the utility of, and the benefits derived from our wholesome laws relating to text-books, and will act in accordance with the same.

The teachers' institute held at Evansville last August was a success, as regards the amount and quality of the work accomplished.

6—Supt.

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The pleasant and agreeable manner of the conductor, Prof. D. McGregor, won the good will and hearty approbation of the teachers present. The attendance was not large, but on the whole, it paid, *doubly paid*, for the time and labor expended in arranging and organizing. I am assured that our teachers feel the need of institute drill, and would feel under obligations to be present and take part in, at least, one institute each year, in order to keep pace with the improvements of the day.

Monthly teachers' meetings have been held the past year in different parts of the district, at places convenient of access, with much profit and interest to those in attendance. These meetings will be continued.

The graded school at Evansville is now organized and established as a high school. Prof. A. R. Sprague, the principal, has done much toward raising the standard of the school to its present position. In a recent announcement, in circular form, to the public, he presented a course of study, and clearly stated the design and purpose of the school, and its relation to the district schools. A set of questions, indicating the scholarship required for admission to the high school, will be prepared and submitted to the more advanced pupils of each of the schools of this superintendent district, after which the comparative standing will be published. It is hoped that this plan will have the effect to grade the district schools, and at the same time encourage the patronage of the high school. There will be no graduating class this year, but the class now pursuing the regular course will graduate next year. The number registered in the high school department the past year was forty-eight.

ROCK COUNTY—SECOND DISTRICT.

J. B. TRACY, SUPERINTENDENT.

I am happy to report that the condition of the public schools in this superintendent district, as a whole, is prosperous. While there is a manifest lack of proper interest on the part of many, and even of some school officers, still there is shown an increasing desire to

improve the condition of our schools. This is manifested in seeking the services of teachers of better scholarship and greater experience; also in making more liberal provision for school supplies. Several districts have, during the past year, purchased outline maps, globes, charts, etc., for the use of their schools. It is a good investment, which will yield a profitable income. To put a teacher into the school without any apparatus with which to illustrate the several branches taught, is practicing about the same degree of economy as the farmer would if he should send his hired man into the field bare handed, without tools to work with.

Fifteen or more districts have, within the past year, formally adopted a series of text-books. By so doing, the scholars are better classified, and consequently more and better work is being done. Nearly, if not all of these districts, purchase their books directly from the publishers, and either loan them to the pupils or sell them at cost. In those districts where the plan of free text-books has been adopted, it is working well. For the interests of the schools, it is, in my opinion, far the best plan. It gives the teacher a much better opportunity to select the proper grade of books and studies, suited to the capacities of the several pupils; and also furnishes a full supply of books at the commencement of term, when the classes are being organized.

I cannot see why there is need of any further text-book legislation, unless it be to *compel* the district or town to adopt a series of text-books; and as far as I can ascertain, from those best posted in the matter, there is not a demand for any further legislation on the subject, either in the interests of the schools or of the people.

The number of applicants for certificates, during the year, has been quite large. This is easily accounted for, as we have a normal school, two colleges, and several high schools in our immediate vicinity, all sending out those desiring to teach. I have granted 188 certificates of all grades; 2 first grade, 20 second grade, and 166 third grade. Of those holding certificates, 132 have taught in this superintendent district during the year; 40 for the first time. Nearly one-third have had no previous experience in teaching. So long as we have so many inexperienced teachers, we cannot expect the best results. The most of them exhibited in their examinations very fair scholarship, but in the school-room, some show a want of tact in the general management, and others in the ability

to impart instruction, or conduct a class drill, such as will inspire, guide and control pupils in self-culture, and in the attainment of knowledge by their own earnest application.

It has been my purpose, in my examinations, to select such questions as would test the applicants' knowledge of *first principles*, and his ability to apply them in practice. It has seemed to me of more importance that the teacher should have the power to illustrate and apply principles than that he should possess the highest order of scholarship. A goodly number have shown themselves competent for this work, in many respects; others, not so well qualified, are making commendable efforts to improve. More than usual have asked nominations to the Normal school, and others have shown a deeper interest in institute work. Two institutes have been held during the year; one at Milton, in March, with an attendance of ninety-one; one at Clinton in August with sixty-two in attendance. Both were under the conductorship of Prof. Salisbury, who won the favor and respect of all by the thorough manner in which he did his work. Good results are already seen in the improved work in the schoolroom.

In entering upon another year's work, in connection with the schools, I trust it may be my earnest endeavor to labor for their success, for around them cluster our fondest hopes of future safety and prosperity.

SAUK COUNTY.

J. T. LUNN, SUPERINTENDENT.

No. of children of school age in county.....	10,528
Of which there attended school.....	7,264
Average days schooling per district.....	132
Average days schooling per pupil enrolled.....	78
Average tuition per year per pupil enrolled.....	\$5 52
No. situations for teachers in county.....	184
No. teachers <i>now</i> holding certificates.....	253
No. applicants at examinations... ..	435
No. applicants authorized to teach.....	303
No. days teachers' institute held.....	20
No. enrolled at teachers' institutes.....	197
Nominations to normal schools.....	5
Official visits by me to schools... ..	241
Spent for all school purposes.....	\$52,933
Of which male teachers received.....	16,408
Female teachers received.....	23,483
Average wages paid male teachers in country schools per month....	\$34 80
Average paid female teachers.....	26 29

SCHOOL ATTENDANCE.

When the average attendance of pupils is considered, it really means that about one-third of them have attended about five months; another third have attended about three months; and the attendance of the remaining third is so small and scattering as to render it doubtful whether its benefits counterbalance its damages.

In the flush times preceding the panic of '73, there were in the county about one thousand *less* of school age than now, and the strange fact is, that there are now one hundred and fifty less enrolled than then. This poor showing is offset by the cheering fact that the less ratio of pupils of this year attended school 56,000 days more than did the greater ratio of that time. The increased steadiness of attendance which this indicates increases the efficiency of our schools for those who attend, but it also brings up for consideration the question, what shall be done for those who refuse to attend school? Whether this is more owing to hard times or to a change in nationality or character of our population, time alone can determine.

TOWN HIGH SCHOOLS.

Baraboo and Sauk City have organized under the provisions of the Free High School Law, which insures their securing aid from the state to assist in maintaining such schools; and two or three other villages are considering the matter and may adopt it. This aid to local advanced schools was originally intended for the benefit of rural townships, remote from villages with their better schools, where its advantages are most needed, on account of the poorness of the average country school; but such is the blindness or perversity of humanity that not one such intended locality in the state has adopted it. Such being the case, an amendment was made to the law allowing incorporated villages to secure its advantages, of which they have rapidly availed themselves, and with little, if any, outlay or disadvantage secured a handsome bonus from the state. Several townships in this county are well adapted to crowning their several schools with the advanced course which this law alone proffers; but the project wherever broached has been looked upon as a new scheme to bleed an already overburdened public.

TEACHERS.

Our 184 situations for teachers having been filled by 278 engage-

ments, means that nearly two-thirds of our schools changed teachers, entailing an average loss of at least two weeks each, at an average wage of \$7.50 per week, or a total of about \$1,800; and yet hoary-headed custom makes some people think that throwing away \$1,800 a year is just the thing to advocate and continue by changing teachers.

Another loss is occasioned by the little discrimination made in the wages of teachers, one-third of whom do not earn and *can not* earn what they ask and receive; another third earn just about what they receive; while the most worthy third, having to compete with nepotism and indifference, receive less than they earn.

In opposition to the practice in some counties, fancy standings have not been given to applicants at examinations unless merited by actual attainments, my opinion being that unearned high standings induce in their holders a feeling of self-sufficiency that checks study and effort. With this view the standard of scholarship has been kept high, but enough teachers have always been kept in the field to fill all the schools and leave a few for choice. Those who could not pass for certificates have been licensed, *provided* they signed an agreement to study from one to two hours per day on their lowest standing branches, until enough were obtained to meet all demands.

Teachers' associations and meetings, institutes and periodicals have been well patronized, and a general willingness to do the fair thing for progress has characterized the majority of our teachers.

TEXT-BOOKS.

The text-book bill of last winter, by producing a change in the basis of publishers' quotations, has induced many districts to attempt supplying their pupils with books through what is known as the district purchase system, by which the district purchases at wholesale rates, direct from publishers, and then sells, rents or loans the books to its own pupils. Seventeen districts are reported as purchasing by this plan, nine of which loan and eight of which sell books to pupils. Experience alone can determine the practical utility of this attempt to solve the text-book problem. With its cheapening of prices, disadvantages appear, chief among which is inability of some school officers to properly transact the business connected with ordering and keeping track of the books and a c-

counting for the book fund, and by ordering books in such small quantities that trouble and freight overbalance reduced prices.

BUILDING AND REPAIRS.

Fewer school-houses have been erected than for a few years back, but the aggregate spent for this item has been increased this year by the erection in Spring Green village of an imposing building, ample, and well adapted to its intended use. In cost it is the second school building in the county, but its rooms are second to none for capacity, finish and comfort. A number of districts have replaced their old, dilapidated seating by that of more modern style, and a few country school-rooms in this county have few superiors in any county of this state.

TREMPEALEAU COUNTY.

AMOS WHITING, SUPERINTENDENT.

In my report for 1876, the number of children of school age, in the county, was given at 6,142, and the number enrolled in the schools at 3,964. This year the whole number reported is 6,375, showing an increase of 233, and the number enrolled 3,881, which is 17 more than given in my recent report, showing a numerical increase of 187, and a small decrease in the percentage of attendance in the schools.

The number of teachers required in the schools is given at 92, and the number of different teachers employed 127. All but four of the schools have been visited by the superintendent, and the number of different visits made by him is reported at 124, which is somewhat less than the real number. These visits have generally occupied a half day each; in a few instances a whole day has been devoted to a single school. The number of different persons licensed as teachers, during the year, is 128, of which number 6 are of the second grade, and 122 of the third. Since September 1st, I have granted 84 certificates, of which 3 are of the first grade, 2 of the second, and 79 of the third; many of the latter are of high and excellent standing.

The average wages per month of male teachers is \$38.45, and that of female teachers \$31.82, showing a decrease in the former, and an increase in the latter, as compared with that of last year. The highest valuation of a school house and site (village of Galesville) is given at \$6,400, and the entire cash value of school houses is \$42,580, of sites, \$3,302, and of apparatus, \$1,262.43.

COST OF SCHOOLS.

The amount of money necessarily invested permanently in school property, and the annual expenditure involved in providing ample means for instruction of over six thousand children, scattered over a territory of eight or nine hundred square miles, as in this county, appears in the aggregate as a large sum, as the tax payers are forcibly reminded each year; and mainly because of this annual reminder, the impression has become quite general that the public schools are an expensive luxury at best, that the outlay is unreasonable and unnecessary; and the leading idea with many, otherwise intelligent and well meaning citizens in attending school meetings, and in employing teachers, is to cut down expenses.

It is also a very easy matter in almost any community to organize an aggressive and effective opposition to any measure for beautifying school grounds, adorning or improving the exterior or interior of school buildings, or for supplying even necessary working appliances for the school rooms, or providing for the comfort and health of the pupils.

Hence, too, arises much of the opposition to the county superintendency; the cost of maintaining which is made a conspicuous separate item in the annual tax list. Therefore the friends of educational progress should be prepared to meet this opposition and these objections by facts and comparisons, salutary in themselves, and which in the end must disarm even blind and unreasoning prejudice.

The amount expended for services of male teachers during the year is \$9687.41, and for female teachers \$10,449.66, making a total of \$20,137.07 expended for teachers' wages. Add to this sum the whole annual cost of the superintendency, including salary, \$800.00, expenses of the office, \$150.00, total \$950.00, making a total annual expenditure for teaching and supervision, of \$21,087.07. This sum amounts per capita of all the children of school age, to \$3.31, and

of the children enrolled, to \$5.43. Add to the sum actually expended in teaching and supervision, ten per cent. interest on the sum permanently invested in school property as before shown (47,144.43), amounting to \$4,714.44, and we have \$25,801.51, as the sum which may properly be charged to the schools. This amounts per capita of all the children to \$4.05, and of the enrolled to \$6.65. The entire annual cost of the superintendency being \$950.00, is, per capita of all the children of school age, less than fifteen cents, and of those enrolled less than twenty-five cents. These results may be safely taken as a fair average throughout the state. Two years ago Wisconsin stood twenty-second in the downward list of of states and territories in the expenditure per capita for school purposes, Massachusetts taking the lead at \$22, and Wisconsin standing at \$3.64 for all children, and at \$6.04 for those enrolled. These facts and comparisons should put to the blush those who raise, and those who echo the cry of reckless extravagance in school expenditures.

A very important question then arises as to whether the results of the school work are commensurate with the outlay, and in this matter the earnest advocates and upholders of our free school system should court the most searching investigation, and welcome the most unsparing criticism. An intelligent community cannot afford to allow weakness to become chronic through neglect, to suffer defects to remain unrepaired, or to consent even tacitly to the existence of an unchallenged error. However, the greatest question of all is not whether the schools are worth all they cost, but whether they are what they should be and might be, with the present or a slightly increased expenditure. And here opens a field of labor and thought, in which every person in the country is interested, for every person, whatever his social or intellectual position, exerts an influence, unconsciously or unwittingly it may be, which directly or indirectly affects the value and progress of the schools.

A low and depraved public sentiment will defeat the wisest plans and the most useful measures. A divided public sentiment is but little less destructive to human improvement. A lofty and unselfish public sentiment, combined with earnestness of purpose and active, persistent coöperation, paves the way for infinite progression.

GRADED SCHOOLS.

There are at present, four graded schools in the county; three

of which are fully organized and pursuing a regular course of study. These last are situated as follows: First and the oldest at Trempealeau, consisting of three departments. Second, at Galeville, also of three departments. Third, at Arcadia, of four departments. These are all well attended and in a flourishing condition, and the work is generally of a superior character. The school at Whitehall consists of two departments, but is not yet fully organized as a graded school. The village of Clair has just completed a building intended for two departments, but the school is not graded, and only one of the rooms is used at present. Two other schools would be greatly benefited by being organized into graded schools, which will probably be done in the near future.

IMPROVEMENTS.

Two good and commodious school buildings have been erected during the year, several others completed or enlarged, and yet several more have been renovated and re-seated with the most approved furniture, and a spirit of improvement is awakened that will probably continue for several years to come. There is certainly an ample field for operations in this direction.

FREE TEXT-BOOKS.

At the close of the school year, August 31, 1877, no districts had adopted the free text-book system, but the matter having been brought specially before the people through the persistent efforts of the state superintendent, seconded to some extent by a circular issued from his office, several districts have taken action on the subject, and probably during the year a large number will have adopted some one of the three plans provided by law whereby districts are authorized to purchase books directly from the publishers.

EXAMINATIONS AND INSTITUTES.

A careful examination of the schools during the first year of my present administration, convinced me that a large majority of our teachers, though earnest workers in the main, had no well settled, intelligent plan of operations or methods of procedure. They were dealing with words rather than ideas, with forms rather than philosophy, with definitions and facts rather than principles, with

details rather than essentials ; and, consequently, that the schools were heavy losers from misdirected effort.

As an introductory step in the direction of a comprehension of the teacher's true mission, of a deeper insight into the philosophy of human development, of broader general views, of a firmer hold of the keys that open the yet darkened recesses of the human understanding, of a loftier ambition and a deeper inspiration, of bringing into action, thought that stimulates and emotion that elevates, and to develop the personal power of loosening the clogs that have impeded their own progress and impaired their own usefulness, in fact to inaugurate a new professional life, I prepared with great care, for the spring examinations, a set of papers intended to test the knowledge and mastery of principles, the powers of application and illustration, the clearness of thought, and the accuracy and force of oral and written expression. The test proved a severe one to many, but it stimulated discussion and investigation, and most, if not all who attended the examinations, now acknowledge the wisdom of the measure and bear willing testimony to the personal benefits derived therefrom.

A normal institute of two weeks' duration was held at Trempealeau, commencing on September 3d. Prof. J. B. Thayer, conductor. The class consisted of 81 members, nearly all teachers. The ordinary statements that these annual institutes prove a success, has become superfluous. The normal institutes of Wisconsin are no longer an experiment. They have become a permanent institution, invested with the essential elements of success. An examination was held at the close of the institute, the results of which were to me highly satisfactory and encouraging.

THE BRIGADE OF IRREGULARS.

At the close of the public examinations, spring and fall, I am besieged by a swarm of irregular applicants for indorsements, renewals, very short, private examinations, and special licenses. The existence of such a class would not be suspected by the uninitiated. They are never heard of at any other time of year, but when the last public examination is closed, they are ready to spring from their lairs. Like another superintendent, I do not like to say that every one of them is a shirking, skulking teacher, but they are certainly in very bad company. As a class, they deserve public ex-

posure and public contempt. They are vampires, drawing the life blood from the schools and making no adequate returns. They are barnacles on the good educational ship, impeding progress, and should be exterminated at once and forever.

This class could not long exist without countenance and support from some quarter, and there still exist too many niggardly, short-sighted district officers, who seem to choose such persons as teachers in preference to all others, by some law of natural affinity. This class has received but little encouragement from this office, but they possess great tenacity of life, and die hard. As Marshal Ney said of the stolid Russian soldiers, "they must not only be killed, but pushed over afterward." They manifest a persistence which would command admiration if exerted in a better cause.

CONCLUSION.

From observations and comparisons, I am led to conclude that the teachers and schools of this county will compare favorably with those of surrounding counties. Faith and patience are as necessary in this department of educational work, as skill and perseverance. Much of the present labor consists in removing rubbish, laying foundations, and organizing forces; the future will demonstrate whether the work has been well and faithfully done.

VERNON COUNTY.

O. B. WYMAN, SUPERINTENDENT.

Some improvement has been made in the schools of this county during the past year, and there seems to be a growing interest on the part of school officers and the better class of teachers, to maintain profitable and efficient schools.

The examinations have been quite thorough, and show some advancement on the part of a large number of teachers of this county. Well qualified and experienced teachers are in good demand, and are frequently retained a number of terms in the same school. Some of the evils that result from a frequent change of teachers are ob-

viated by suggesting a uniform outline for teacher's work, and requiring programmes of daily exercises to be made and forwarded in duplicate to this office, during the first of each term.

By this means the efforts of teachers are directed in the same general direction, and the method of instruction is similar in most of the schools of the county.

In many districts liberal appropriations have been made for building purposes, and a number of new school buildings have been built.

The improvements in school buildings keep pace with the development of the county, and the number of really poor school houses is comparatively small.

An institute of two weeks duration was held at Viroqua last August, conducted by Professors W. J. Hutton, and J. M. Rait. The attendance was large as usual, numbering 124. The work was ably conducted and the results satisfactory. Our teachers show a laudable desire to improve all opportunities for better preparing themselves for their work, and the normal institutes afford excellent opportunities for that purpose.

Most of the districts have adopted a series of text-books; but in some the books adopted are not in general use. The tendency is toward a uniformity of books, but there are some districts that move very slowly in making needed changes. About twenty districts have purchased text-books, under chapter 315, laws of 1875, and sell them to scholars at cost. Nearly one-half of previous prices is saved by this method, and as far as adopted the provisions of the act, give entire satisfaction. It is likely that many more districts will make appropriations for a like purpose. In our opinion we have all the legislation on the subject of text-books that the interests of our schools demand.

The free high schools at Viroqua and Hillsborough are well attended and are supplying a need long felt in the educational interests of the county. Students now have an opportunity of receiving competent instruction in the higher English branches and may prepare for admission to the classical course at the university at these high schools.

Much still needs to be done by teachers, school officers and the friends of culture and education to bring our schools up to the high standard to which they should attain. From the work already ac-

complished, we feel that there is no cause for discouragement; but that there are new incentives for increased activity and continued labor to work for the further improvement of the schools of our land.

WALWORTH COUNTY.

FRED. W. ISHAM, SUPERINTENDENT.

The school work of the past year has been unusually prosperous, throughout the county. Each of the eleven graded schools has been in charge of competent and experienced teachers; while the teachers in the rural districts have shown by the quality of their work, that they are not unmindful of the responsibilities and requirements connected therewith. During the year, 375 candidates presented themselves for examination, of which number 238 have received certificates, divided among the three grades, as follows: first grade, 8; second grade, 11; third grade, 219.

At the spring examinations, no limited certificates were granted, neither were certificates granted to persons under seventeen years of age. Applications to "transfer" or "indorse" certificates from other counties and states, have been refused in every case.

Of the fifty teachers in the graded schools, twenty-six have had training in the normal schools, and of these, eleven hold diplomas. Several of the remaining twenty-four are college educated, and others are high-school graduates. The enrollment in the several village schools, for the month ending November 24, 1877, was as follows: Whitewater, 502; Delavan, 410; Geneva Lake, 380; Elkhorn, 247; Sharon, 173; East Troy, 155; Darien, 126; Genoa Junction, 107; Lyons, 89; Allen's Grove, 78; Troy, 66. Elkhorn, Geneva Lake, and Delavan are at work under the free high school law.

Profs. A. J. Wood and E. H. Sprague, both teachers of marked ability, have lately severed their connections with the schools at Geneva Lake and Elkhorn, respectively. Prof. Wood takes a position in the Chicago schools, and Prof. Sprague commences the study of law. In this connection, I cannot refrain from referring to the long list of those, who, during the past score of years have, at dif-

ferent times, been identified with the schools of this county. The list includes the names of Messrs. T. C. Chamberlin, O. R. Smith, A. J. Cheney, W. D. Parker, O. T. Bright, O. S. Cook, Robert Laing, Albert Earthman, O. M. Baker, Everett Chamberlin, George Skewes, W. A. De La Matyr, George Heath, Lewis Funk; Misses Anna W. Moody, Mary G. Sherman, Etta Carle, Lucy Foote, and many others, who, since then, have become more or less prominently connected with the educational force of the state.

About two hundred different teachers have had the management of our country schools during the year, three-fourths of whom are females, and mostly experienced.

Hundreds of dollars are being wasted every year, in our country districts by continuing the schools during the "heated season" of July and August. A large number of scholars are taken out, to engage in farm work, and those who remain are dull and listless. I advise the hiring of the summer teacher for five months, three months to be taught during April, May, and June, the other two in September and October.

The plan of hiring teachers for our country schools for the whole school year of eight or nine months, and then arranging the terms as seems best, is becoming more and more prevalent.

The annual institute was held in August, under the management of Prof. S. S. Rockwood, assisted by A. F. North. The enrollment was 110. The work was highly appreciated by the teachers.

During the winter, a series of very profitable teachers' meetings were held in accordance with the following schemes:

Walworth county, Winter of 1876-7, Teacher's Meetings.

MEETINGS WILL BE HELD AS FOLLOWS:

South-Western District —

At Darien, November 18th.

At Brick Church, Walworth, December 16th.

At Delavan, January 20th.

At Sharon, February 17th.

North Western District —

At Millard, November 25th.

At La Grange Centre, December 23rd.

At Whitewater, January 27th.

At Richmond Center, February 24th.

North-Eastern District —

At East Troy, December 2nd.

At Vienna, January 6th.

At Grove Corners, February 3rd.

At Troy, March 3rd.

South-Eastern District —

At Geneva, December 9th.

At Genoa Junction, January 13th.

At the "Boyd School House," Linn, February 10th.

At Lyons, March 10th.

UNION MEETING, at Elkhorn, at the Spring Institute.

Fellow teachers, you who have identified yourselves with the profession, let us give these monthly meetings a fair trial. By your prompt and regular attendance, these meetings may become a source of great benefit to yourselves and the schools in your charge, and serve to arouse the educational sentiment of the communities in which they are held; by your neglect and non-attendance, the most persistent efforts of the superintendent will be of little avail.

The meetings provide for four days of regular Institute work, upon subjects actually taught in common schools. A roll will be made, and record of attendance kept. Local school-boards are requested to lend their aid to the work, and all friends of education are cordially invited to be present.

SCHEME OF WORK.

TOPICS.	FIRST MEETING IN EACH DISTRICT.	SECOND MEETING.	THIRD MEETING.	FOURTH MEETING.
Arithmetic....	Notation of whole numbers; scales.	Fractions, Common and Decimal.	Simple Interest.	U. S. Securities, bonds and notes.
Geography....	Lines, Circles, Zones, Degr's.	Outline Map of North America, contour and relief.	Railroads of Wisconsin.	Land Survey, Townships and Ranges.
Constitutions ..	Origin of the Constitution of the U. S.	Presidential Elections.	Process of Law making in the State.	Judiciary of State and U. S.
U. S. History ..	Early discoveries in America.	Colonial forms of Governm't.	French and Indian War.	Territorial growth of the U. S.
Grammar	Parsing and Analysis compared.	Conjugation of Verbs.	Infinitives and Participles.	Letter Writing — Capitals, Punctuation.
Spelling	Word Analysis, Prefixes and Suffixes.	Rules for Spelling.	Geographical Names.	"Spelling Down" Exercise.
Reading	Phonics. Marking of vowels in monosyllables and accented syllables.	Marking of Vowels in unaccented syllables, and of Consonants.	Analysis of Thought.	American Literature.
Theory and Art, discussion....	School Organization.	School Discipline.	Recitations—Objects, Methods.	School Records.

"By reference to this scheme, any teacher in the county may ascertain just when, where, and what the nature of each meeting in his or her inspection district will be, and will thereby have ample opportunity to make thorough preparation therefor.

"Every teacher at work in the county, all intending to teach the coming year, and the advanced pupils of our public schools, are

earnestly invited to prepare for, and attend these meetings. The superintendent will call to his aid in conducting the exercises, the best teachers of the county; and such additions to, or variations from the above scheme will be made, as shall tend to improve the character of the meetings.

FRED. W. ISHAM,
County Superintendent.

Several districts are moving in the matter of building new school houses. Most of the school buildings of the county are in good condition. The schools are, in the main, well supplied with apparatus, though the annual report hardly shows it.

No special improvement is observable in the accuracy or satisfactoriness of the annual reports this year. I am satisfied it is not the fault of the town clerks. School districts are not supplied with suitable books of record, etc. They should be supplied with blanks for teachers' contracts, for notices of annual meetings, for orders on the treasurer, etc. I am constantly receiving inquiries in regard to blanks. Many have none, nor do they know where to obtain them. A supply of necessary office blanks, furnished by the state, free or at cost, would aid in securing accuracy in the annual reports.

I have visited most of the schools of the county once, during each term. On account of the large number of schools to be visited, I have been obliged to visit an average of three schools a day.

Notwithstanding the necessary briefness of the visits, I am confident that this portion of my duties has been far from unprofitable to both teachers, scholars, and school patrons, while I have been able to more closely estimate the abilities of the teachers.

WASHINGTON COUNTY.

S. S. BARNEY, SUPERINTENDENT.

It would be a very easy matter to say in general terms that our schools are progressing, and that the cause of education is being advanced in this county, etc. I prefer, however, to make no such sweeping assertion for the reason that there are so many factors which help to make up such a product. I will give you a brief

account of some things we are doing with the hope that they are steps in the right direction.

TEACHERS' LIBRARY.

In accordance with a suggestion of the state superintendent, made at our institute in August, we have taken the initiatory steps towards the building up of a teachers' library in this county. We are trying to obtain one dollar subscriptions from our teachers for that purpose, and thus far they have willingly responded. At the last meeting of our county board of supervisors we obtained from them an appropriation of fifty dollars for our library, which, together with what we have raised by subscription, makes the handsome sum of one hundred dollars to be invested in books. We have already purchased a few and will expend the balance of our funds in a few days. If we succeed in adding so large an amount every year, it is needless to say that in a very few years we will have a large and useful library.

TEACHERS' MEETINGS.

It is a source of gratification to me to be able to make the assertion that our County Teachers' Association is a complete success. Where at first we were scarcely able to get out a "corporal's guard," at any of our meetings, now the room is crowded at every session. No urging is necessary to secure an attendance, and the most lively interest is manifested in the work to be done. The teachers in some localities have formed *town* associations, and meet weekly or fortnightly on Saturdays, at the school room of some of the teachers, and spend the whole day. The schools at the places of meeting are in session, and thus the teachers of the term travel the circuit from one school to another. It has appeared to me that this plan for a teacher's association is a good one.

TEXT-BOOKS.

The text-book question with us has been and is a vexatious one, as I believe it is everywhere where they have a free school system. My own opinion is that its solution is to be found in adopting the plan of district purchase. It seems to me that in this way every evil growing out of the prevalent haphazard purchase of books will be eradicated, and the possible and probable danger of fraud and

dishonesty to grow out of a state publishing system will be avoided. This being my view upon the subject, it is needless for me to say that I do not think any further legislation on the subject is necessary.

A few districts in this county have already adopted the free text-book system prescribed by our school code, and it gives universal satisfaction. Many more districts are about adopting it, and have sent committees to consult with us regarding the selection of books. I say, stop legislation where it is, and if the county superintendents will make the proper effort in coöperation with the state superintendent, it will be but a few years before we will have all the uniformity of text-books desirable, and free text-books in almost every school.

I do not think the friends of education generally want a uniformity of text-books *throughout the state*; they only want a uniformity in every school room. In this way, if the books are purchased by the district, no money will be lost on account of migration of families, and what is still better, none will be *stolen* by hungry public contractors.

WAUKESHA COUNTY.

JOHN HOWITT, SUPERINTENDENT.

In connection with my second annual report, I submit this short special report, which may throw some light on the educational work of Waukesha county. In reviewing the entire educational work of the county, I have the pleasure of reporting that during the past year the schools have kept pace with the progress of the times; that their efficiency has been increased, better facilities have been provided, school officers, patrons and teachers have shown a very commendable interest in the work and cause of education, and the upbuilding of our common school system, which is the bulwark and foundation of our republican institutions. And here I might state, with all candor, that the people of Waukesha county, in general, have always manifested a great interest in their common schools,

and they appreciate them to a high degree, as well as all educational institutions of worth or merit.

Waukesha county, containing about 30,000 inhabitants, is divided into 119 districts, requiring 138 teachers. Of these districts, Waukesha Union consists of seven departments; Oconomowoc city school, five departments; Pewaukee village, three departments; Menomonee village, two departments; Merton village, two departments; Mukwanago village, two departments; Hartland village, two departments; Genesee village, two departments; Delafield village, two departments; Eagle village, two departments. There are other village and districts schools in the county, which ought to be graded on account of the number of pupils to be taught by one teacher in an overcrowded school-room. Certain districts have seen the propriety of enlarging their buildings, and have taken active measures for building the coming summer. Waukesha county, comparatively speaking, is an old county, and a majority of the old school houses have been replaced by commodious buildings, with the latest improvements in seating, etc., and we trust that it will not be long before we can say the same of the few old ones remaining.

The facilities, in this county, for the youth to obtain a higher education, as well as a common school, are excellent. Among the more noted schools I may mention Waukesha Union, Oconomowoc city school, Pewaukee high school, Oconomowoc seminary. Carroll college, which is so pleasantly situated at Waukesha, and under the supervision of Prof. Rankin, still holds a most essential place in the education of the youth and the teachers of our county, and from it we are supplied with a number of first-class teachers.

A larger number than usual have been nominated by the superintendent to the normal schools of Whitewater and Oshkosh. Our county is largely represented in the normal schools of the state, and at present not a few of our schools are being taught by those who graduated from or attended the normal schools, and they are teaching very successfully, and giving excellent satisfaction generally. I think, by all means, that the normal schools of the state ought to be well sustained and supported, as they form a most essential element in the education of our teachers.

In relation to our teachers, I would say, it would be hardly possible to gather an equal number of more conscientious, hard-working and faithful teachers than ours of the past year. Indeed, I am

glad to say, as a general rule, they have manifested a most commendable interest in fitting themselves for the work, and I think it but simple justice to them, when I say they are laboring earnestly and faithfully in their profession.

The census of August 31st, 1877, as reported by town clerks, shows 11,252 children between the ages of four and twenty years, an increase of 716 over last year. Of this number, 7,104 were reported as having attended public schools, and 330 private schools.

At the last annual school meetings several districts have taken measures to build new school houses the coming summer, and others for making necessary repairs; so by the continued efforts of our people, we hope soon to see our county well supplied with comfortable school houses, well furnished for the comfort and well being of both teachers and pupils.

The text-book question has been brought before the people of the county, during the past year, and they have taken hold of it with considerable interest; but some have hesitated, not knowing what the next legislature would do, and have delayed making any change in their respective districts; but I have no doubt that during the next year more changes will be made in relation to text-books, as there ought to be a more uniformity of text-books throughout this county. The great variety of text-books which we have in our country schools, I think, is a great detriment for the pupils' advancement and interest of schools. I have recommended to district boards that they adopt some series of text-books to be used in their respective districts, which would prevent the frequent changes which are being made in certain districts to the detriment of the schools; and I am glad to say that there has been quite a material increase in the number of districts that have formally adopted a series of text-books.

The plan of district purchase, under chapter 315, laws of 1875, has been adopted by some districts, and, I should say, as far as I have heard, has given general satisfaction where it has been tried.

The plan of free books, as authorized by law, is in operation in a few districts of our county, and seems to be working successfully and meeting with approval; but I give the preference to the plan of district purchase, and selling to the pupils at cost.

During the past year nine public examinations have been held. Number of certificates granted to male teachers of first grade, 5;

second grade, 4; third grade, 47; total, 56. Number of certificates granted to female teachers of the first grade, 1; second grade 4; third grade, 160; total, 165; total number of certificates, 221; total number of different persons employed in teaching during the school year of 1877 is 218. We had to issue a few limited certificates to supply the demand of the schools (as quite a number receiving certificates did not intend to teach, but simply to attest their knowledge of the subjects). Our teaching force is not large, but there is enough to supply the demand of our schools. The teachers of this county seem to put forth every effort to obtain a higher grade of certificate, as well as a higher standing in the branches examined, and I think I am justified in saying that the teachers of Waukesha county will compare favorably with those of any county of the state in relation to education, government and ability to teach.

Number of school visits made by the superintendent, 240. All the schools in the county have been visited twice during the past year, except one, whose term had closed on account of sickness.

A very interesting and profitable institute was held in the village of Waukesha, for one week, commencing April 2, conducted by Prof. Salisbury, of the state normal, at Whitewater.

A lecture was given before the institute by Pres. Phelps, of the Whitewater normal school; subject, "School Government." Number of working members enrolled, 105. The instruction given to the institute was very commendable as it was practical in all its bearings; and the teachers, I think, carried away the instruction received with profit to themselves, and the schools under their supervision.

We would not say anything boasting, yet we have much to encourage us. While some obstacles have been removed, and much has been accomplished in different directions to promote the welfare and advancement of the schools, still there remains a large amount of labor yet to be performed to remove all obstacles that hinder the complete work. The spirit of real improvement does not look backward to the past, but forward to a brighter and more glorious future.

WAUSHARA COUNTY.

W. T. WILLIAMS, SUPERINTENDENT.

Herewith transmitted is the annual report, which is more correct than the one sent you last year from this office. The town clerks' reports were nearly all correct, which certainly shows that better men have been elected, or that they attend more strictly to business.

PUBLIC SENTIMENT.

The good people of the county are more than ever interested in school work, and the public sentiment is strongly in favor of securing a better class of teachers, so that any effort made to improve our schools by those to whom our school work is entrusted, meets with a hearty approval and coöperation.

SCHOOLS.

No serious quarrels in any school. No teacher has been dismissed, although a few might have been with profit to the district. Teachers lack most in executive ability. This want often springs from oddity or eccentricity. A teacher that is awkward, uncouth in manners, does not win the affection or respect of the pupil. District boards are often in a great measure responsible for the failure of the school—they unwisely looking too closely to the financial side only of the question.

CERTIFICATES.

The whole number of certificates granted the past school-year is 185. Of those, 4 males received first grade, 6 males and 9 females second grade, 45 males and 140 females third grade certificates. Many of this number wrote in both examinations, and received two certificates. The whole number of different persons who received certificates is about 160. A number taught in other counties, others did not wish to teach, and as 97 teachers are required to teach our schools, there is not such a surplus of teachers here as in some counties. Last spring no limited certificates were granted unless the district board sent a written request. The same course will be pursued this fall.

SCHOOL HOUSES.

One good school house was built, in the town of Marion. It has patent desks, and is a credit to the district and builder.

APPARATUS.

Many districts have procured apparatus, as will be seen in the total cash value of such this year, as compared with the same item in last year's report. Outline maps hang in nearly all our school-houses, and some have valuable globes and charts.

NORMAL INSTITUTES.

Last fall an institute was held at Wautoma. There were 78 in attendance. Professor Graham conducted it one week. Good work was done. In the spring the county institute was held at Pine River. The attendance was unusually large, 120 names being registered. The school-house not having sufficient seating capacity, the institute was held the last four weeks at the church. Both of these institutes were held for a term of six weeks each. Mr. S. Barker assisted in the fall, and Mr. T. S. Chipman in the spring.

TEACHERS' ASSOCIATIONS.

Meetings were held at Wautoma, Pine River and Hancock.

MONTHLY REPORTS.

No monthly reports were required. Term reports at the close of the term were sent to the superintendent and were of much value. A notifying report was sent by each teacher. This report gave the time of commencing school, length of term, number in attendance and name of district clerk, that the superintendent might visit all the schools ere the close of the term.

UNIFORMITY OF TEXT-BOOKS.

Nearly all districts now purchase text-books and loan them to pupils.

The following circular was sent to district clerks previous to the annual meeting:

WAUTOMA, August 21, 1877.

"To district clerks in Waushara county — The annual school

meeting will soon be held, and I would like to call your attention to the following subjects and needed changes:

“The annual meeting should be held the last Monday in August. Most of the districts now do so. The *annual report* can be more easily made if held then.

“I trust the annual report will be carefully, promptly, and correctly made, and returned in time to the town clerk. If you do not receive the report blanks, notify the state superintendent at once.

“I would recommend that there be at least seven months school in each district. It is a poor policy to give the child five months' school to learn, and have seven months' time to forget.

“The schools ought to commence at least one month earlier than is usual, or have a shorter vacation between the winter and spring terms of schools. In villages and cities three terms of school are held, commencing about September 15, and closing before July 4. Our schools are little more than a name during the hot weather of July and August.

“In hiring a teacher, see that the applicant has a good certificate. There are enough good teachers in our county to supply all the schools. *Get the best teacher.* More male teachers should be employed in the winter term. I call your attention to the circular regarding the purchase of text-books by the districts, sent you by the state superintendent. There is no doubt that all districts in our state will soon purchase text-books directly from the publishers.

“I invite district clerks to visit the normal institute, and judge of the work done by the teachers present. I earnestly ask you to visit the school next term, and frequently, and have the other members of the board do the same. See that the blackboard, dictionary, and other necessaries are in good condition, and do all you can to insure the success of the school.”

The school year has passed pleasantly and profitably.

REPORTS OF CITY SUPERINTENDENTS.

FORT HOWARD.

W. J. BARTRAN, SUPERINTENDENT.

In accordance with your suggestion, I herewith submit in connection with my annual report the following remarks relative to the condition of our schools.

Last July I was appointed superintendent of city schools to fill the vacancy caused by the death of Robert Chappell, an old and esteemed resident of this place, and a faithful worker in the cause of education.

I found our public schools, as regards methods of instruction, and scholarship, in a very good condition, and in regard to the corps of teachers employed in the schools of this city, I will say that such general satisfaction was given that all the teachers who were with us last year, with one exception, were re-elected by the board.

It is our plan to avoid, as far as possible, the confusion and loss of time and money that are liable to result from frequent changes of teachers. A year's acquaintance with the peculiarities of pupils and with the special demands of a place, should render the services of an efficient teacher still more valuable and demand a more positive recognition of worth on the part of patrons and school authorities. Our schools were never before in better condition than now, and it shall be our aim to maintain a high standard of public instruction and discipline by employing none but practical, efficient and professional teachers.

Our school board are earnest and harmonious, and the people cordial in support of their measures for sustaining a high character in the management of our schools.

Our schools are now thoroughly graded, and we graduated the first pupil from our high school department last June. A revision

of our high school course is required, and may be effected during the present year, so that students may fit themselves for admission to any of the colleges of the State University.

Teachers' meetings are held regularly once in two weeks; every other Saturday being the time fixed, by a standing rule adopted by the board, for such meeting. About all that has been attempted heretofore, is the discussion of questions relating to school management, but hereafter recitations in some of the branches taught in the schools will be regularly conducted. I am fully convinced that such meetings properly conducted are of great practical benefit.

The plan of examining applicants for places in our schools, and making the result of the examination the basis, in part, of the appointments, has been inaugurated, and the result, I am confident, will be highly satisfactory to every one who feels a deep interest in the success of our schools.

Our citizens here are becoming more thoroughly impressed with the importance of giving their children a good common school education, and to secure this end they depend wholly upon our public schools.

GRAND RAPIDS.

THOS. W. CHITTENDEN, SUPERINTENDENT.

I herewith submit the annual report, required by law, concerning the school of this city, in all its various branches.

The present incumbent was called to the office unexpectedly to himself, and under circumstances which placed him at a great disadvantage. His predecessor, an officer of large experience and skill, had been compelled by the pressure of his own private business, to resign, and the present superintendent was chosen by the board, in the emergency thus suddenly arising, to fill the vacancy so caused as best he might. Thanks to the excellent system of management which he found in operation, the many kind hints received from the former incumbent, and the cordial co-operation of the members of the board, the task has been lighter than it would have been without these, and the superintendent takes this

opportunity of returning sincere thanks to his predecessor in office and to the members of the board of education for the kindness which he has constantly met at their hands.

There is little to add to the statement embodied in the report and census paper which accompany this. Our school has continued to thrive under the charge of the excellent corps of instructors which we have had the good fortune to secure; thanks to their efforts, the standard of scholarship has been steadily rising, until, at the present time, it is believed to be second to that of no similar institution in the state.

The high school department has been in operation for three years at least, and has graduated a class numbering six or seven for two years out of the three. Examination of the graduating class at the close of the last school year showed that they were deficient to a certain extent in some of the studies pursued, not through lack of careful, conscientious work on the part either of the class or of its instructor, but through want of sufficient time to carry out the prescribed course. No certificates were issued, therefore, but notice was given that any member of the class might obtain one upon presenting him or herself to the superintendent and passing an examination which should be satisfactory to him. As yet, however, no one has taken advantage of the permission thus given.

At the charter election held in the city last spring, a formal vote was taken by the electors of the district, in favor of organizing the district under the Free High School Act of 1875. Subsequently to that act of the electors, the act of '75 was amended so as to admit high schools previously established to its benefits. So, although an examination had been made, as required by the law of '75, it was decided that the report should be made as required by the amendment of 1877, and such report is accordingly embodied in the return herewith made. The questions and examination papers written under the earlier act are on file in this office, however, subject to the order of the state superintendent.

LA CROSSE.

C. W. ROBY, SUPERINTENDENT.

In my annual report will be found complete statistics, so far as has been required by the state department. The number of children of school age residing in the city on the 31st day of August 1877, was 3,620. Of these, 2,047 have attended the public schools, and eight hundred have attended the different private and religious schools, leaving 773 as the approximate number of children not attending school at all. Taking into consideration the fact that many of our best families do not send their children to school until they are at least six years of age, and also considering the fact that a large per centage of all complete their school life before reaching the age of eighteen years, we conclude that but very few who ought to have attended school have been left untaught; and right here we wish to add that it is our firm conviction that the law should be so modified as to exclude from the public schools all children under six years of age. All that is necessary and proper for children to learn, prior to this age, can be more properly learned at home or at the Kindergarten, which latter school we can hardly expect the public to support at present.

The per cent. of attendance of the number resident in the city, is fifty-eight. We see in this an increase of several per cent. over that of previous years. The religious schools of the city are numerous and fostered with great care. This accounts for the small per cent. given above. The attendance on all schools in the city is about eighty per cent. of the number resident in the city, and the per cent. of attendance on the enrollment in the public schools, is ninety-four and one-half. This would have been some larger had not the scarlet fever and measles been so prevalent during the months of March and April. The per cent. of attendance during the other months has been unusually large.

In the matter of *punctuality* we challenge comparison and competition with any other city in the state. For several months, with an enrollment of nearly 1,600 pupils, we recorded less than a dozen cases of tardiness per month, and but three hundred and forty-one cases were reported during the year of ten months. When a child is reared under this influence he passes from school to the active

duties of life with true American energy and promptness, and it is scarcely possible for him to become the unreliable makeshift who too frequently tortures the more punctual with whom he unfortunately comes in contact in business circles. Considering the great importance of punctuality through life, we ask are we, as is sometimes asserted, attaching too much importance to this subject in our schools?

All teachers are required to report cases of corporal punishment immediately to the superintendent, and our object has been to discourage its practice as much as possible without prohibiting its use entirely. The result is that corporal punishment is less frequent than heretofore. Our rules relating to incorrigibles are very stringent, and yet in this matter there is still something lacking. We occasionally find one whose home training is such that he becomes unmanageable and is suspended under the rules. This often proves an injury both to the pupil and the school, as it is frequently the case that more disturbance is caused by his influence outside than would have been had he remained in school. If there were some provision made for sending such pupils to a suitable reform school immediately upon expulsion from the public school, much benefit would be derived by the pupil, and the school would not be subjected to his bad influence.

With the excellent attendance which we have been enabled to secure, the scholarship of the different grades has been very satisfactory. A new course of study specifying the work for each term in all grades outside of the high school has been adopted, and by requiring more uniformity in the examinations in all the grades throughout the city, our schools have become more closely graded and systematized.

HIGH SCHOOL.

The course of study for the high school has been fully revised and extended from a three years course to a four years course, and embraces an English and a classical course, with German for all, if desired. It is our aim to prepare young men and women either for the active duties of life, or for entering higher educational institutions. It has been our aim in this revision to give the natural sciences and English branches more prominence, while not ignoring the ancient languages; in other words, to ascribe to each its proper

place and importance in the course. We have kept this fact in view, viz.: that to make a high school profitable, we must teach what the masses require, and what will be of value in practical life. Plainly this is not Greek, Hebrew, or Latin alone. These branches are important, proper and necessary to those who can obtain them and desire to obtain them, after having secured the more elementary and practical branches of the home school, and we would prepare them for entering the classical course at college; but it cannot be the province of a public high school supported by the bone and muscle of a laboring community, to make pupils proficient in the ancient languages to the exclusion of other branches. Our high school as at present organized is doing an excellent work, and in respect to usefulness stands, as we believe, second to no other in the state. Prof. H. O. Durkee, with his ripe experience, aided by a superior corps of assistants, is doing a highly satisfactory work. In July last, 54 pupils from the first grammar grades of the city presented themselves for admission to the high school. After thorough examination 45 were admitted, and at present this school enrolls more than 100 pupils. We are much in need of a high school building more roomy, with proper and special appliances for the different departments of high school work, and I am pleased to be able to say that there seems to be a disposition favorable to erecting a suitable edifice for this school, at an early day, that will be in every sense an ornament to the city. Our board has already asked the appropriation of \$5,000 for the purchase of a high school site.

We have just completed an \$8,000 brick building for the 5th ward central school. This has a seating capacity of about 220. We have also three other large central buildings, which, with the additional branch buildings, increases our seating capacity in the city to 1,743. Perhaps the most distinctive and excellent feature of our ward schools is that of placing each under the immediate charge of a first class male principal, who is liberally paid and well sustained by the board, and is made to a large extent responsible for the success of the different grades in his ward. Unusual care has been used in the selection of these principals, and many of them are men whose abilities and qualifications fit them for schools of much higher grade. The grammar departments of the second ward schools are in a highly prosperous condition, and operate as feeders

for our high school, giving a good foundation for continuing studies of a higher order, for those who are able to do so. And those who are not able to do this are well prepared in the rudiments of an education for every day business. Our grammar schools do a portion of the work usually done in the high schools of other towns of the size of La Crosse.

Our teachers' association has been full of interest during the year. This association is held monthly. The exercises are such as to be of value to the teachers in their daily work. Aside from the general meeting, a local meeting in each ward is required monthly and is under the direction of the principals. In conclusion, I would add that with a progressive and judicious board of education, backed by an intelligent and liberal common council, we are enabled to keep fully up with the times, by enlarging and improving our educational facilities.

8—Supt.

[Doc. 16]

UNIVERSITY OF WISCONSIN.

Annual Report of the Board of Regents to the Governor.

To the Governor of Wisconsin :

In transmitting to you the annual report of the Board of Regents of the University of Wisconsin for the year ending September 30, 1877, permit me to congratulate you upon the additional evidences therein presented of continuously rapid and wholesome progress in this department of public education.

During the past year Science Hall has been completed, furnished and occupied; the magnetic observatory has been completed, equipped and placed in operation; an efficient system of water works and drainage has been constructed; gas and bath rooms have been added to the healthful and necessary conveniences of Ladies' Hall, and other important improvements and repairs effected, many of them hitherto reluctantly delayed because of deficiencies in the financial resources at the command of the board. Important additions, by purchase or contribution, have also been made during the year, to the collections in natural history, to the gallery of arts, to the law and general libraries, and to the scientific apparatus of the University.

The final report of the building committee, including a statement of disbursements in the construction of science hall, the magnetic observatory, and other improvements and appurtenances, and the annual reports of the secretary and treasurer, accompany this report. The Board of Regents does not hesitate to invite the most rigid scrutiny as to the extent and character of the expenditures, especially as to that portion of them which relates to the special improvements above enumerated. The duties of the building committee involved continuous responsibility and laborious per-

sonal service for a period of nearly two years, without pecuniary compensation, and those duties have been discharged with a general efficiency and persistent integrity of purpose which cannot fail to command public approbation. It is the unanimous conviction of the board of regents that larger and more practical results could not have been secured at the same cost. Actual and intelligent inspection of these improvements will emphatically confirm the conclusions of the board.

In transmitting to you the annual report of the board of regents one year ago, I had the honor to inform you of a gratifying testimonial of public confidence in the University, in the donation of a considerable sum of money then proposed by Hon. John A. Johnson, of Dane county, in trust for the benefit of worthy students seeking the advantages of liberal education. The conditions of this donation have been confirmed during the past year by an actual payment into the treasury according to the terms stipulated, and the beneficent purposes of the donor will be hereafter realized.

It is now my gratifying duty to announce in behalf of the board, that the liberal donation of the preceding year has been supplemented during the past year, on the part of another distinguished citizen of Dane county, by a further act of private munificence, of still greater consequence to the permanent usefulness and reputation of the institution committed to our charge. I refer to the proposal of ex-governor Cadwallader C. Washburn to erect upon the grounds of the university during the coming year, for the benefit of the university, an Astronomical Observatory, equipped with superior facilities for investigations in astronomical science; such observatory to be constructed and furnished wholly at the personal cost of the donor. The act is one which reflects special honor upon its author and upon our state, and goes further to establish our claim to honorable rank as a progressive and enlightened people than any degree of material prosperity.

It is logically assumed by the board, that the acts of private beneficence cited are evidence of public confidence in the existing administration of university affairs. But this is not all. The board also assumes that these acts are based, at least impliedly, upon confidence in the permanent good faith of the state to all its existing legal and equitable obligations with respect to the University and its income. Those obligations, therefore, possess the na-

ture and equitable force of a contract, not merely with reference to the authorities of the University, but also in respect to those public-spirited citizens who have so nobly contributed from their private property to its permanent endowment.

We cannot too frequently recur, in this connection, to the fact that by its own fundamental law, the state originally was as definitely and positively committed to the establishment of the University as to any other means or grade of public education. By the voluntary acceptance, moreover, of repeated acts of the national legislature, and by many times repeated acts of its own in conformity therewith, and in acknowledgement of the sanctity of its trust, the state is now as definitely and positively pledged to a faithful and equitable execution of its guardianship over the rightful property and the lawfully determined income of the University, as to any permanent policy of legislation relating more directly to the material welfare of the people. And when "a wise liberality" on the part of the state is exhorted or commended, it means that liberality implied by good faith to constitutional obligations, and by an honest guardianship of property committed to its hands—and no more.

We believe it to be true, however, that no money can be expended in any department of public service with greater certainty of immediate and valuable results. The University is now offering to the young men and women of the state opportunities for attaining a knowledge of the natural sciences and practical arts, rarely surpassed. The state can largely and safely rely upon those who improve these opportunities for the development of its natural wealth; for the utilization of its material resources; for the boon of public order, and for the other innumerable blessings of an enlightened and progressive civilization. To-day the graduates of our own University are mining, building, teaching, investigating—in manifold ways and by manifold devices—developing, multiplying and utilizing natural forces and capacities of progress otherwise inert. And these compensations for enlightened legislation, as we have seen, are already supplemented and multiplied by notable acts of private bounty, of large actual and prospective value in any proper estimate of the educational resources now at our command.

In this place, permit me to protest against the false impression, sometimes unfortunately entertained, that University education

conflicts with more special methods of liberal culture, and that the progress of the one depends in some way upon the obstruction of the other. No such conflict of interest actually exists. In purpose and theory, the University is pre-eminently catholic and non-sectarian. Under the obligations of law and the rules of the board, its courses of instruction can have no reference, by precept or example, to special forms of religious worship or belief. It does not seek to add to or detract from the patronage or influence of educational institutions of adverse character in the respects named. Its doors are open only to such as prefer its method and standard of public education; and this under such circumstances as to warrant the assumption that all, or nearly all, who avail themselves of its privileges and its honors would otherwise be practically denied the advantages conferred. In the nature of things, it is the only system of education which the state can establish or directly promote. Clearly, to depreciate this means of enlightenment and progress is not to build up other departments of education, but to limit and diminish those which exist.

The original plan of the University, in those things which most relate to practical conveniences and exterior form, now rapidly approaches completion. The construction of the astronomical observatory during the ensuing year, and the subsequent erection of an assembly hall, with suitable accommodations for the rapidly growing library, will complete the list of University buildings so often presented, and so earnestly urged upon legislative consideration. With foundations thus substantial, permanent and secure, no apprehension need be indulged in as to the future of the institution. It offers to us at the present time, the gratifying prospect of continuously healthy and normal growth in every facility for the fulfillment of its grand office, as the central source of higher educational influences within the state. Apparatus for scientific investigation, machinery for instruction in practical mechanics, books, furniture and works of art, are yet in greater or less degree deficient. But all these are believed to be attainable hereafter, as necessity or convenience may require, by gratuitous contribution or by purchase from the annual University income.

As to the internal administration of University affairs, there exists no present occasion for doubt. It is characterized in all departments by enlightened energy and vigor. This fact is sufficient-

ly attested by the rapid increase in attendance upon the higher courses, by the elevated standard of instruction, and by the high rank which the University has now attained in public opinion at home and among institutions of its class abroad.

Some apprehension is felt that the indefinite legal and administrative relations of the Board of Regents and the Faculty may possibly prove a hindrance to the largest progress of the University in the future. Special ability and fidelity on the part of those intrusted with large responsibility in the government of the University, tend to increase rather than diminish the causes of this apprehension. By the act of reorganization, it is provided that "the government of the University" shall vest in the Board of Regents. By the same act, "the immediate government of the several colleges" is intrusted to their several faculties, but reserving to the board of regents the power to regulate courses of instruction, to prescribe the authorities to be used in the several courses, to confer degrees and to grant diplomas. It was the manifest purpose of the state to vest in the regents primary authority as to expenditures, appointments, courses of instruction and degrees; but there is nothing in the act defining the precise extent to which this authority can be rightfully exercised, without infringing upon the prerogatives of the instructional force in "the immediate government of the several colleges." The dividing line of duty and authority is thus left sufficiently uncertain to permit differences of opinion in the practical administration of affairs. Expediency, therefore, seems to dictate the enactment of amendments to the law, in respect to the several departments of the University government, so clear and precise as to forbid the possibility of discordant opinion. Fortunately, under existing circumstances, the removal of all obscurity in the law is of far greater consequence to the prosperity of the University than the relative measure of power conferred.

The plan of the University is wisely such as to permit indefinite expansion within its proper educational sphere. Its courses of instruction may consistently refer to all branches of practical and professional knowledge. But it was intended to be something more than a resort for lectures and recitations. It is also the appropriate repository of all that pertains to the pursuit and dissemination of knowledge under the general patronage of the state. Its

libraries, its gallery of art, its illustrative apparatus, and its collections in geology, botany and natural history, serve as essentially to define its character and to promote its power for public good as its courses of instruction; and obviously within its walls should be centralized all the material agencies the state aspires to possess of value to the ambitious student or advanced scholar. The substantial independence of university departments under the law renders this practicable, with advantage to every interest concerned.

The question of perpetuating the present system of co-education in the University has been revived by the report of the board of visitors, present at the last annual examination. This report, together with the comments of the President of the University upon the same subject, in his annual report to the Board of Regents, is herewith submitted.

The argument of the board of visitors relates more directly to the degree of education which female students are physically enable to acquire within a given time, than to the expediency of co-education in the abstract. We are furthermore assured, in a semi-official way, that the board of visitors do not wish to be understood as recommending a denial of any of the existing privileges of the University to any class of students, but as suggesting, simply, such modification in the courses of instruction as will render them available to female students who may prefer less exacting mental labor, and a minor degree of culture.

It is not claimed that the problem of co-education has been finally determined, in its relation to capacity for mental culture, and still less in its relation to the personal association of the sexes in our universities. Nor is this problem in either respect one which can or ought to be determined upon special data, or upon limited observation and experience, here or elsewhere. The whole civilized world is concerned in the experiment, and by the final judgment of all the parties to the controversy we shall be forced to abide.

However that may be, no doubt ought to obtain as to the duty of the University to maintain that high standard of instruction by which alone it can claim an honest title to its proper rank and name. And if, unfortunately, there are students, or classes of students, unfitted by nature or preparatory training for that extent of progress and intellectual development necessary to entitle them to the

honors and rewards of university education, obviously their place is elsewhere.

This view is further enforced by the fact that, by the law and theory of its organization the University occupies a specific position in the general plan of public education, with duties limited to a special plane of educational service. Between its work and that of the common school, the high school, the private school, the academy or the boarding school, there is justly no conflict or confusion of energy, and can be none while neither seeks to usurp the proper functions of the other.

So far as co-education refers specifically to the personal and social relations of the sexes, however, ordinary prudence suggests a considerable degree of conservatism. While we cannot consistently lower the standard of university education, there certainly exists no obstruction to the enforcement of such rules of discipline in respect to students in attendance upon the University, as best conform to the average views of parents and guardians, and a wholesome public opinion.

The board of regents acknowledges the receipt, from the commissioners of the centennial exposition, of a bronze medal awarded to the University, in consideration of "its bound volumes of catalogues, regents' reports, examination papers by students, albums of work in drawing, plans of grounds and buildings, a history prepared for the exhibition, important representations from its mineralogical collection, and for the extent and variety of its exhibits, which, together, furnish evidence of the recent activity and growth of the institution."

Accompanying this report will be found a diagram, showing the interior plan of the magnetic observatory.

In conclusion, permit me to state that the chief considerations which have hitherto induced many of the young men and women of Wisconsin to go without the state in pursuit of a liberal education, have disappeared. In all the departments of literature, science, and law, every essential facility for the acquisition of knowledge and mental discipline are now attainable within the state, at a relatively moderate cost. This progress has rendered possible more appropriate relations between the university and the high schools, and is likely to enforce a more just appreciation of their obligations to the state by teachers in preparatory grades. With the

unity of organization and concord of effort thus promised, and probable in the near future, the state has no reason to apprehend any humiliating inferiority in its standard of education, or want of allegiance to the University on the part of its intelligent citizens.

Respectfully submitted,

GEO. H. PAUL,

President of the Board of Regents.

MILWAUKEE, October 1, 1877.

Lewis Medal Fund.

This fund consists of a donation of \$200, made to the University by ex-Gov. James T. Lewis, in the year 1866, for the purpose of distributing medals to such meritorious students as should become entitled thereto, in accordance with the standard of merit to be prescribed by the regents and faculty. As the fund was hardly sufficient to accomplish the object of the donor, it remained at interest, by direction of the regents, until June 17, 1873, when, by resolution of the board, the treasurer was instructed to invest the principal and interest, amounting to \$300, in such interest-bearing securities as should seem to him most desirable. In accordance with his instructions, the treasurer purchased United States bonds, bearing six per cent. gold interest, due in January and July, which he now holds as a special fund, the income therefrom to be used for prizes.

At the annual meeting in June, 1874 (with the consent of ex-Gov. Lewis), the regents resolved "to give a prize of \$20 each year, at such time and under such regulations as the faculty shall determine, to the under-graduate student who shall produce the best written essay; that the name of the prize shall be the 'Lewis Prize,' and that the name of the successful competitor of each year shall be published in the next issued catalogue of the University."

Johnson Endowment Fund.

This fund was created by the liberality of Hon. John A. Johnson, of Madison, Wisconsin.

In a communication addressed to the president of the University, dated February 12, 1876, Mr. Johnson donated the sum of five

thousand dollars (one-half to be paid to the treasurer of the University, January 1, 1877, and one-half, January 1, 1878), as a perpetual fund, "the annual income from which shall be devoted to aiding needy students at the University of Wisconsin, who have, previously to entering the University, attended the common school in the United States at least one year in the aggregate before fifteen years of age, and have attended the University at least one term; or, if they have not attended the common school as aforesaid, they must have attended the University at least one year."

"Until the year 1900, such students only as either read or speak (or both) any of the Scandinavian languages (Norse, Swedish, Danish or Icelandic) reasonably well, shall receive aid from this fund."

"No student shall receive more than fifty dollars in one year, nor shall more than two hundred dollars in the aggregate be given to any one student."

"The president or acting president of the University, together with two of the professors that the president may designate, shall constitute a committee to distribute the aid to the students under the provisions of this bequest."

"All applications for aid must be made to said committee, who are hereby authorized to make such rules in relation thereto as they deem proper."

"No distinction in sex shall be made by the committee in giving aid."

"It should be impressed upon the students who may apply for such aid, the duty of paying back to the fund, as soon as they may be fairly and reasonably able to do so, the full amount they may have received from it. The money thus paid back to be added to and treated as a part of the original fund."

In accordance with the terms of this donation, Mr. Johnson did, on the 28th day of December, 1876, turn over to the University, securities amounting to \$2,500, drawing ten per cent. interest, payable annually, which are now on deposit with the state treasurer.

SCIENCE HALL AND MAGNETIC OBSERVATORY.

Report of special Building Committee in charge of their construction, with other improvements.

To the Honorable Board of Regents of the University of Wisconsin:

Your special building committee to whom has been committed from time to time the charge of constructing Science Hall, with its heating apparatus, the Magnetic Observatory, the general system of water-supply and sewerage, the steam power for machinery and other general improvements, beg leave to finally report.

It has been a duty no less than a necessity to economize and closely look after every detail in the various kinds of work done; to sacrifice ornament for utility; to substantially provide the most ample accommodation, and the greatest number of conveniences with the least possible cost. We have endeavored to do this in every degree consistent with character and durability.

Economy does not always consist in cheapness. Some expenditures may appear to you extravagant, or at least unnecessary; much work has been done which you cannot now judge of in respect to cost or quality, hidden as it is from view, under ground, under water, and otherwise. This we have carefully cared for to ensure its permanency.

The building entrusted to your committee is completed. Contractors have faithfully complied with their several agreements, have been all settled with and paid in full. There are, however, two claims for damages — not claimed as legal, but as equitable — one by D. Stephens, the other by Goodman & Moores, both arising from the accidental falling of walls during a violent storm last September. In view of the circumstances we have been extremely liberal with Mr. Stephens in settling his bill for extra work, and so far as consistent with duty have considered his misfortune. There is no question in regard to facts, and it has been left for the Board to determine whether they will contribute to his loss.

Goodman & Moores present a bill for \$75.00 damages, caused them, which should be paid either by contractor Stephens or the Regents.

SCIENCE HALL.

Two years ago this building was contracted for, and placed under our direction, with authority given to exercise large discretion.

Designed for special uses, it has been an unusual care to perfect it, and to keep within the limits of the sum appropriated for its erection.

We present it completed at a cost of *less than* \$80,000, including the incidentals of advertising, of plans and superintendence and extra work, but not including the additional steam-heating, water and machinery work. Vouchers are receipted and on file for the several items to wit:

David Stephens' contract	\$69,975 00
David Stephens' bill of extras.	4,914 78
Advertising proposals and banks.....	146 70
H. C. Koch, plans and superintendence.....	3,790 05
Four architects rejected plans, \$75	300 00
Surveying site and photo. elevation	8 00
T. Regan, extra piping laboratories.....	129 95
Vroman & Frank, extra locks.....	27 70
T. A. Nelson, painting and calcimining art gallery.....	94 35
Total cost of the building, exclusive of steam and water	\$79,386 53

STEAM HEATING APPARATUS,

including low pressure boiler. This, while its cost of putting in is greater than many other systems of heating, we feel confident will prove most economical in its use, perfect in its capacity, and conducive to both comfort and health. The bills are as follows:

Goodman & Moores' contract.....	\$10,980 00
Goodman & Moores' bill of extras.	187 28
H. C. Koch, plans and superintendence.....	555 86
	<hr/>
	\$11,673 14
J. W. Eviston, boiler contract.....	5,188 00
J. W. Eviston, bill of extras and cost of testing and running on trial	417 00
H. C. Koch, plans and superintendence.....	273 26
	<hr/>
Total cost.....	\$17,546 40

MAGNETIC OBSERVATORY.

This peculiar building — underground entirely, is finished, except clearing away the surplus earth; it has been in use some months and the cost for excavation, masonry and work contracted, is as follows:

To Jas. Livesey	\$1,142 57
D. R. Jones, plans and superintendence.....	40 00
	<hr/>
Total cost.....	\$1,182 57
	<hr/> <hr/>

WATER WORKS AND DRAINAGE.

The contract on file with Crane Bros. Manufacturing Company to furnish a supply of water from the lake to the dome of "University Hall" (an elevation of 160 feet), to thence distribute it to Ladies' Hall, Science Hall and over the grounds in abundance, will give all the details of material used and work done, which includes not only the necessary steam pumps and boiler of twenty-five horse power, but a fine steam engine for propelling machinery in Science Hall, all now in working order.

This company's contract was.....	\$8,262 00
Their bill for extras.....	534 23
D. R. Jones, superintending it.....	160 00
	<hr/>
Total.....	\$8,956 23
A nine-inch sewer pipe laid from Ladies Hall to a point 150 feet into the lake, connecting with drains and sewers from Science Hall, and laid from 6 feet to 19 feet deep, was laid by Gill & Purcell for.....	1,728 30
Making the total cost of all.....	10,684 53
	<hr/> <hr/>
A small barn at tenant house cost.....	\$177 85
	<hr/> <hr/>
There has been paid, as incidental to the other improvements, for excavation of gutters, trenching, grading, etc., not contracted for, but done by D. Stephens, Gill & Purcell, and others, work not of building proper.....	\$1,996 44
Of which the city contributed for earth on street.....	100 00
	<hr/>
Making.....	\$1,896 44
	<hr/> <hr/>

COAL VAULT.

The need of providing storage for a partial supply of coal at or near Science Hall was so evident that your committee have caused a vault to be built in the rear of boiler room and underneath the carriage way. It is finished, and cost as per contract with T. Davenport, \$883.

A contract has been made with T. Regan to change the present dry closets at Ladies' Hall to water closets; to put a bathing-room in order, and to generally distribute water from the main head throughout the building, including the sewerage and soft water cistern connections, for the sum of \$643.80. The work to be done

immediately after commencement, when the building will be comparatively vacant.

SUMMARY OF EXPENDITURES.

Science Hall building	\$79,386 53
Steam heating apparatus	11,673 14
Low pressure boiler	5,873 26
Magnetic observatory	1,182 57
Water works	8,956 23
Drains and sewers	1,728 30
Barn for tenant house	177 85
Grading, etc.....	1,896 44
Coal vault, \$883; Ladies' Hall, \$642.90	1,525 90
Total.....	\$112,400 22

The above comprises the principal work of permanent improvements to the University property during the past two years, and with the exception of finishing up the grounds, the duties assigned your building committee are ended.

The work entire is respectfully submitted for your inspection and approval, with the request that the committee be now discharged.

N. B. VAN SLYKE,
 MATTHEW KEENAN,
 THOS. B. CHYNOWETH,
Building Committee.

MADISON, June 19, 1877.

UNIVERSITY COLLEGES.

Report of the President of the University to the Board of Regents.

To the Regents of the University of Wisconsin:

The period covered by this report is the fiscal year closing September 30, 1877. The instruction of the year has proceeded in each of its branches without interruption, and has, we believe, been successful in its leading aims. Some secondary changes have been made in the courses, designed to make each a little more distinctive, and especially to give the scientific students an opportunity for extended practical work. In connection with these changes, we hope also to be able to give students in each course more freedom

of selection and substitution from other courses. While we value highly well-defined and harmonized courses of study, it is also our desire to give a large liberty to individual predilections. Science Hall now affords abundant opportunities for all forms of practical work, and a corresponding freedom of choice is called for to enable us to avail ourselves fully of them.

The number of students during the past year was reduced by higher conditions of admission and their more strict application. This we anticipated. The present year opens with an increase of seventy-two, and we believe also with better conditions of scholarship than have ever before been attained by us. The spirit of the students, as shown by their attention to their work and by their general behaviour, has been every way commendable. This fact has made the past year a very pleasant one to the Faculty.

The proportion of young women to young men in the classes of the university year now opening is a little less than one-fourth. They easily maintain their rank in scholarship with the young men, and constitute an entirely satisfactory portion of our students.

In the entrances of the present fall, an unusual number of high schools are represented, and we have most pleasant evidences of increasingly good work in these intermediate and most valuable portions of our school system. We trust that many of them will soon appear on our accredited list. Very sure we are, that good preparatory work for the University will greatly aid the high schools in their larger and more direct service to the communities in which they are situated. We would appeal to facts on this question. It will be found, we believe, that the most vigorous high schools, as a rule, are those which feel the influence of higher institutions.

The magnetic observatory has been finished during the past year, and very complete observations are now taken in it. It is, in its appliances, a scientific curiosity. Science Hall is also in full occupation, and we are daily more and more gratified by its resources, and the possibilities of growth which it offers. Our present apparatus enables us to commence our work to advantage, while there are constant suggestions of new wants and enlarged instruction. The present material for our mineralogical, geological and zoological museums is sufficient to furnish the basis of a fine collection; yet there is room left for the work of many years.

Ex-governor C. C. Washburn has expressed his purpose to erect

and thoroughly furnish an astronomical observatory during the coming year. This very liberal gift, for which Mr. Washburn has our most hearty thanks, will meet another urgent want; will help to give the University a higher standing among kindred institutions, and, in due time, we trust, an interest in the scientific world. We hope that this liberality, so commendable in itself, will prove contagious, and that many of our citizens will, in a like way, identify themselves with the progress of higher education in the state.

One great want, which we will once more mention without repeating its reasons, is an assembly hall and library. These can be united to advantage in one building, and when secured in good form, will advance the university on its literary side as much as science hall has already advanced it scientifically. The body of our students cannot be reached in discussions and lectures on the broad range of subjects open to us, till we have a room that can contain them all; nor can they otherwise, in their own exercises, exert over each other the influence they ought. In consultation and study, an open, well furnished library is a first condition of earnest inquiry and a quickened literary taste. We are impatient for these most needful things, and would gladly accept the economy in other directions which is necessary for their early attainment.

Our thanks are due to the Board of Visitors that they did not allow their critical function to suffer by disuse. Nor, perhaps, are criticisms to be regarded as less valuable, because they are not altogether palatable. It is not to be expected that we should clearly see or freely acknowledge all our faults. We are in this condition in reference to a portion of the criticisms of the Board. The students had been during the past year unusually attentive to military drill, and cheerful in it. This spirit we have striven personally to encourage, and were hoping that their efforts, in an exercise ordinarily so irksome, would win recognition. In this we were destined to disappointment. Doubtless our drill is not like that of professionals, but it should be remembered that we contend with great difficulties in this enforced military training.

One thing we profoundly regretted in the report of the Board of Visitors, and that was the opinion expressed by them as to the health of the young women. There were some passing appearances, arising from the excessive studiousness of a few not naturally strong, that gave the criticism a color of truth, and were, doubtless, the

grounds of the conviction in the minds of the committee. These reasons, however, were very partial and by no means sufficient for the broad conclusions drawn from them; conclusions arising from exceedingly limited observation, and which did not command the assent of all the committee. We regret these opinions because they tend to open a controversy just closed, and to compel us to travel a second time over ground already painfully trodden, and this with the prospect of no other or better issue than that already reached. To be pushed back into the water, when we have just reached shore, is trying.

The Faculty, most of whom were in the outset opposed to co-education, and who have had years of observation both as to its relation to education and to the health of young women, pronounce earnestly and unanimously in favor of the maintenance of our present method.

Contrary to the opinion of the visitors, the young women do their work with less rather than with greater labor than the young men, and certainly do not fall below them in any respect as scholars. We also believe this labor to be done by them with perfect safety to health, nay, with advantage to health if ordinary prudence is exercised. The young women, whose health was primarily the ground of criticism, have improved in strength, rather than deteriorated, since they have been with us, though they have burdened themselves with extra work which we do not counsel.

We confess to some surprise that so many of the medical profession bring forward for the first time in connection with co-education, a function familiar from the dawn of human life, as if it had the force of a fresh discovery in putting down this form of progress, when, in fact, it has no more to do with co-education than with separate education, can as well be provided for in the one form of instruction as in the other, and bears with ten-fold force against the labors of women as operatives, clerks, teachers, housekeepers, in which callings continuous hard work has been allowed to pass utterly unchallenged.

Though my conviction has been, previous to this report, that the health of the young women as a whole was better than that of the young men, and that there were striking instances of graduation among the young women with robust strength, I am striving to test this opinion by facts, so far with the following results. All ex-

cuses for ill health are given by me. The exact number of students in our collegiate and dependent courses is 35%. Of this number, 93 are young women, a trifle more than one-quarter. During the past eight weeks, the most trying weeks in the year for students, there have been 155 days of absence from ill health on the part of young men, and 18 on the part young women. The young women should have lost, according to their numbers, 54 days, or three times as many as they have actually lost. The students were not aware that any such registration was being made. It may be felt that the young men are less conscientious in pleading ill health than the young women, and this is doubtless true; but I sharply question a young man, and rarely ask any questions of a young woman. I explain the facts in this way. The young men are not accustomed to confinement, and though sun-browned and apparently robust, they do not endure the violent transition as well as women. Study is more congenial to the habits of young women, and the visiting committee are certainly mistaken in supposing that they have to work harder to accomplish their tasks. The reverse is true. In addition to the above bill of ill health against the young men, a corresponding large number of them have been compelled, from the same cause, to leave the University altogether.

A second showing of the registration, which I had not contemplated, but one very interesting, is this: the absences of the young women are almost exclusively in the lower classes. Of the eighteen, two are in the Sub-Freshmen, fourteen in the Freshmen, one in the Sophomore, one in the Junior and none in the Senior. The absences of the young men are evenly distributed, on the other hand, through the entire course. The young women do not then seem to deteriorate with us in health, but quite the opposite. I do not belong to the number of those who set lightly by health. I would not sacrifice any measure of it for scholarship; but it has long seemed to me plain, that a young woman who withdraws herself from society and gives herself judiciously to a college course, is far better circumstanced in reference to health than the great majority of her sex.

I repeat my thanks to the visiting committee for their labors, and have no doubt that even the mistakes which such Boards may inadvertently make, will ultimately be productive of more knowledge and more safety.

ANNUAL EXAMINATIONS.

Report of the Board of Visitors to the Board of Regents.

To the Hon. the Board of Regents of the University of Wisconsin:

The undersigned, members of the board of visitors to attend the annual examination of the University classes, respectfully submit the following report:

The University has fortunately outlived, to a great extent, the prejudices and hostility with which it had to contend during the early part of its history. For some years past, it has been rapidly gaining the confidence of the people of the state, as is shown by the more generous policy pursued with reference to it by their representatives, and by the increasing number of students who are availing themselves of the opportunities it offers for enlarged thorough courses of study. From such observations as we have been able to make during the recent examinations, we do not hesitate to affirm that this confidence is well merited. The high reputation of its Faculty, as a corps of accomplished and zealous teachers who keep in full rapport with the latest developments of learning and science, and the largely extended educational facilities, which, by the wise liberality of the state government, have of late been given to it, in the form of natural science collections, apparatus, and increased room for laboratories, work shops and cabinets, make it an institution in which the state may feel a just pride, and which presents great advantages for students who desire to pursue a thorough course of training and study. The more and better it becomes known, the more highly, we feel assured, will it be appreciated. Such at least is the impression we carry away after having attended the examinations and the commencement exercises.

In regard to the examinations, we think it proper, at the outset, to express our sense of the manifest fairness with which they were conducted. There was evidently no pre-arrangement by which the student was enabled to prepare in advance for certain questions, or for examination upon some special chapter or division of a text-book. He was expected to have a general knowledge of the subject under consideration, and to answer, not by any exercise of

verbal memory, reproducing the language of the text-book, but as one who had mastered it, and was, consequently, able to develop clearly, in his own language, the points upon which he was questioned. There were, of course, some instances of failure by students to meet the requirements of such an examination, in part obviously arising from temporary embarrassment, and, in other cases, the consequence, doubtless, of having imperfectly assimilated the instruction they had received.

It was our aim to observe whether the students had been trained to think or to repeat; whether they had been storing up principles or rules; whether they had been mastering systems or particulars, and it gives us pleasure to report the very high character of training indicated by what we saw of the examinations in the several classes. Nothing was done, it would appear, with a view to effect and show, but the purpose kept in view seemed to be to give, as far as was possible within the necessarily narrow limits of the examinations, a fair indication of the acquirements of the students. The character of the training to which the students had been subjected, appeared to be in conformity with the most modern and approved methods. Upon one or two points we may venture a word of criticism. In some cases the pedagogic maxim that "the *maximum* of talk on the part of the pupil, and the *minimum* of talk on the part of the teacher, is the perfection of a recitation," was violated. The active, trained mind of the teacher seemed intolerant of the slower action of the mind of the pupil, and to prevent the gaps in the recitation from becoming too great and too frequent the teacher hastened, as we thought, prematurely, to his aid. In a few instances, also, leading questions were put, or a hesitating pupil was jostled and pushed hither and thither, by a rapid succession of questions, until he suddenly found himself on the right ground, though apparently not having a very clear conception of the route which led to it. Such instances, however, were the exception and not the rule, and due rather to a not unnatural impatience than to design.

In this place, we would suggest whether it would not be practicable to adopt some system of vocal training in the University, by which students would gradually acquire the habit of a clear and distinct utterance, while attaining a certain quality of culture in the tones of the voice. We do not venture this suggestion on ac-

count of any noticeable deficiency, in these respects, on the part of the students of the University as compared with the students of other similar institutions, but because it must be admitted that, as a people, whether owing to some climatic or physical cause, or to transmitted habit, we are inclined to nasal drawling, clipping syllables, and flattening our vowels. These are peculiarities not deserving to be cherished as national characteristics, and which may be modified and gradually eradicated, if those who have the education of the people in their charge can be brought to feel that such a result is of sufficient importance to justify the labor which would be necessary in order to attain it.

The limits of this report, as well as the circumstance that it was impossible for the members of the board of visitors to attend the examinations of all the classes, or all the examinations of any one class, will preclude us from attempting a notice in detail of the several classes. We think it proper, however, to state that nowhere in the University were the results of earnest and critical study more apparent than in the classical department. Clearness of perception and accuracy of expression were noticeable in the examinations of the classes in Latin and Greek. In both, we observed a cheerful earnestness on the part of the students, betokening a thorough interest in the work, and showing that the study of these noble languages has lost none of its old power to quicken the intellect, and enkindle an appreciation of whatever is best in human culture.

The examinations, in the scientific department, gave evidence of careful training, and the method of conducting the examinations merits approval. This was particularly noticeable in the classes in physics, zoölogy, chemistry, applied mechanics, and mathematics. We are aware that the exact character of the studies taught in this department leaves but little room for the student to exercise freedom in answering the questions, and his proficiency or ignorance of the subject, must be quickly apparent. Nevertheless the examinations indicated that the student was thrown wholly on his own resources, and thus gave a good opportunity of determining the proficiency of each.

We have only words of praise to bestow on those who have labored for the erection of Science Hall. It is a building in every way well adapted to the purposes for which it is intended. Sub-

stantial and excellent throughout, we cannot but congratulate the Board of Regents upon having secured the construction of an edifice of such size, and so solidly and thoroughly well built, as it seems to be, at so small an expenditure of money. It must be borne in mind, however, that the building alone cannot accomplish the ends which its erection was designed to promote. In order to attain the results sought for, the professors in each department must have proper apparatus to work with, and this apparatus is so essential to the attainment of the best results that it ought not to be obtained from time to time; it should be procured at once. Some of the apparatus now on hand in the department of physics cannot be made available until additional apparatus is secured. This assertion applies especially in reference to a spectroscope, an instrument of undoubted utility, and each day becoming more useful in the arts and sciences. It cannot, however, be made available for class illustration without the use of a heliostat. Again, in the study of the composition of crystals, a highly important branch, the polariscope is absolutely essential. As there is now but one such instrument in the University, it is, of course, impossible for each student to familiarize himself with the subject under these circumstances. Now a cheap form of polariscope is manufactured for class use, and it would seem advisable that a number of these instruments should be obtained. It is a well understood fact that instruction "imparted through the eye" is a most important method. In nearly all the departments of science a good lantern is essential. The lantern on hand has many good features, its principal defect being the small size of the condensing lens. It is doubtful whether lenses of the proper sizes can be found already manufactured, and, in any event, a superior lens can be obtained only by having it made to order.

The electric apparatus is sadly deficient in many essentials. For example, the electric light cannot be used without a regulator, and the battery power cannot be properly utilized for want of it. The battery in use is by no means what it should be. An institution designed to afford instruction in all the important facts concerning electricity should have one of M. Gramme's magnetic electric machines, which can always be relied upon, and replaces the troublesome, and always dirty, Grove's battery.

There should also be procured a standard galvanometer, a quad-

rant electrometer, and such other instruments as are absolutely requisite to equip a good physical laboratory — such a one as students can work in, and practically familiarize themselves with the essential details in heat, light, electricity and chemistry, which they cannot fully do with the apparatus now on hand.

With the additions above suggested, the department of Physics, in Science Hall, will be as well equipped as that of any other institution in the country, and we must be satisfied with nothing else.

The departments of Chemistry and Zoology require more apparatus and material to equip them thoroughly, and now that the new building is ready to receive them, it would seem to be an appropriate time to supply the deficiencies and make it what it should be.

■ We were much interested in inspecting the magnetic observatory constructed by the University, but supplied with instruments and superintended by the United States Coast Survey Bureau. As it is the only observatory of the kind in the United States, it cannot but add to the attractions of the University as a scientific center.

It is now several years since the experiment of the co-education of the sexes was begun in the University. In respect to the proficiency shown by the young women in the several classes during the recent examinations, as compared with the young men, our impressions coincide with former boards of visitors. They sustained the test at least as creditably as the young men, and, if there was a difference we are inclined to think it was in favor of the young women. In the main, they excelled in the precision and promptitude with which they responded to questions. We were, however, deeply impressed with the appearance of ill-health which most of them presented. It would not seem probable that, by mere coincidence, so many young women should be congregated together offering this peculiarity. There are a few notable exceptions, but, as a whole, this appearance is unmistakable, and has given rise to considerable comment among the members of the board. There can be nothing about the hygienic condition of the University, in any of its parts, which would give rise to ill health. Every part examined presented an appearance of cleanliness; the food in the Ladies Hall was wholesome and well prepared; the service room clean; the dormitories well lighted and aired, and of sufficient capacity. We are, therefore, compelled to look elsewhere for the cause.

Every physiologist is well aware, that at stated times, nature makes a great demand upon the energies of early womanhood, and that at these times great caution must be exercised lest injury be done — an injury which, it is well known, may prove permanent. In order to keep place in the University classes, where the sexes are educated together, no account is taken of the fact that the woman labors under a double disadvantage, as compared with the man. 1st, in the circumstance that nature compels compliance with its well established laws, and, as above stated, makes demands upon her energies; and, 2d, that to keep her class standing, the girl must devote more energy, and, consequently, work harder, to accomplish her task, making drafts upon her system, which, by the very nature of the case, is already taxed to meet the physiological demands made upon it. It is also well known that overwork in whatever way induced, at the times indicated, will produce deterioration of the system, which generally manifests itself by bloodlessness, followed by a train of evils which it is not necessary here to enumerate. It is this very condition of bloodlessness which is so noticeable in the women of the University at this time; the sallow features, the pearly whiteness of the eye, the lack of color, the want of physical development in the majority, and an absolute expression of anæmia in very many of the women students, all indicate that demands are made upon them which they cannot meet.

Education is greatly to be desired, but it is better that the future matrons of the state should be without a University training than that it should be procured at the fearful expense of ruined health; better that the future mothers of the state should be robust, hearty, healthy women, than that, by over study, they entail upon their descendants the germs of disease. And there is no more certain law than that of heredity. The over-wrought nervous system undermines the general health stealthily, but certainly, and its evil consequences are prolonged in many cases through life.

We are aware that the law organizing the University provides that it shall be open for the education of men and women. It is not therefore necessary that both classes of students be subjected to the same systematic course of training, mental drill being attained in a variety of ways, each leading to adequate results; and the thought impressed itself upon some of the members of the Board that the curriculum could be so ordered that both sexes

might obtain University drill—adjusted in such a manner that each sex should be enabled to secure that form of education best fitted for his or her respective sphere—and that the system of compelling men and women to fare alike might be so modified as to preclude the possibility of causing disease. We are forced to the conviction that there is, at present, a marked disparity between the health of the men and women of the University, and that, as a class, the women present undoubted evidence of physical deterioration. If the Board of Regents, however, consider it expedient to alter the curriculum in any way, we would earnestly recommend that particular attention be paid to the physical well being of the female students.

In the department of Military Science, the visitors observed with regret that there seemed to be a want of interest in the exercises on the part of the students who participated in them. To whatever cause this is due, an attempt should be made to correct the defect. Omitting all consideration of the benefits which might accrue, in the contingency of war, from a more general and hearty participation in the drill exercises, the immediate results of such a course upon the students, as an excellent system of gymnastics, giving vigor to the body, firmness and manliness of bearing and grace of movement, are of very high importance. An earnest effort ought, in our judgment, to be made to arouse a warmer interest in this department than appears to exist at present.

The examination of the Law Class embraced a wide range of topics, and was of a very satisfactory character. It gave evidence that the young men composing it have been under the care of competent instructors, and that, in addition to the oral teaching they have received in the form of lectures, they have profited by a diligent study of the text-books.

In general, the impressions received respecting the discipline which prevails in the University were favorable. The orderly movements of the students, in the several buildings and on the grounds, and their conduct while entering or leaving the class rooms, left little scope for criticism. In the classes, during recitations, there were some instances of a lack of attention, and of a strict observance of the proprieties of the occasion, such as one student communicating with another or abruptly changing his place, which suggested that there was still room for improvement in the

matter of deportment. As a rule, however, the conduct of the students was considerate and courteous, indicating a high regard as well as respect for their instructors.

The Experimental Farm, under the supervision of the agricultural department, presents a variety of soils, surfaces and exposures which admirably adapt it to the purpose to which it is devoted. Many important experiments are conducted upon it, the results of which, if properly utilized, must be of great value. Thus far, however, they have attracted less attention than they merit. This is probably due to the fact that their publication has been mainly confined to an insertion among the documents accompanying the annual report of the Board of Regents of the University, a place where they are not likely to attract the attention of any considerable number of those who are most directly concerned in agriculture. If the results of such experiments could be communicated, in a popular form, from time to time, as they are concluded, to agricultural journals having a large circulation in the state, or to leading newspapers, they would be more effectively brought to the notice of the class of persons most directly interested in them, to the advantage both of the farmers and of the University.

A serious inconvenience is felt at present, from the lack of a hall or chamber, sufficiently large to accommodate the whole body of students when assembled. It is often necessary to address all the students together, and, in institutions where the opportunity exists, such meetings are of frequent occurrence for purposes of instruction, advice, etc. It would, therefore, seem to be eminently proper that the deficiency should be supplied as speedily as possible. The rooms now used for the library are altogether too small, and the books cannot be properly arranged. The books are increasing, from year to year, and the demand for more room will shortly make it necessary to provide a place for them elsewhere than in the narrow quarters now afforded in the main building. We would accordingly suggest that steps be taken to secure the construction at an early day, of a suitable building for the library, and arrange the plan so that a general assembly chamber may form a feature of it.

We would further suggest whether it would not be well to designate the members of the board of visitors as is now done in the case of the visitors of the normal schools, at the beginning of the

academic year, and authorize them to visit the University and attend the recitations of classes, whenever it might suit their individual convenience, in addition to attending the examinations at the close of the year. Doubtless, competent persons, interested in the educational progress of the state, and whose business or inclinations bring them from time to time to the capital, might be found, who would perform such duties without additional expense to the University. Were such a course adopted, it would enable boards of visitors to obtain a much greater familiarity with the methods and condition of the University, its efficiency and its needs, than is practicable under the existing system, and to submit recommendations and criticisms with greater confidence than they are able to feel at present.

In concluding our report, we desire to express our warm appreciation of the many courtesies and attentions which we have received from the board of regents, and from the president and faculty of the University, while engaged in the discharge of our duties.

MOSES LANE,
 GEORGE W. EASTMAN,
 W. H. BORDEN,
 HORACE RUBLEE,
 HENRY JANE,
 D. G. HOOKER,
 WALTER KEMPSTER,
 O. R. SMITH.

MADISON, June 20, 1877.

BOARD OF REGENTS.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
Ex-officio Regent.*Term expires first Monday in February, 1878.*

7th Cong. District...	T. D. STEELE.....	Sparta.
5th.....do.....	CONRAD KREZ....	Sheboygan.
2d.....do.....	J. C. GREGORY.	Madison.
4th.....do.....	M. KEENAN	Milwaukee.

Term expires first Monday in February, 1879.

State at large.....	N. B. VAN SLYKE.....	Madison.
8th Cong. District...	J. M. BINGHAM.....	Chippewa Falls.

Term expires first Monday in February, 1880.

State at large.....	*GEORGE H. PAUL	Milwaukee.
1st Cong. District...	J. B. CASSODAY	Janesville.
3d.....do.....	W. E. CARTER	Platteville.
6th.....do.....	T. B. CHYNOWETH.....	Green Bay.

OFFICERS.

GEO. H. PAUL,
PRESIDENT.JOHN S. DEAN,
SECRETARY.STATE TREASURER,
Ex-officio TREASURER.

EXECUTIVE COMMITTEE.

N. B. VAN SLYKE.

J. C. GREGORY.

J. B. CASSODAY.

FARM COMMITTEE.

J. C. GREGORY.

M. KEENAN.

E. SEARING.

COMMITTEE ON LIBRARY, COURSE OF STUDY AND TEXT BOOKS.

E. SEARING.

T. D. STEELE.

CONRAD KREZ.

COMMITTEE ON LAW DEPARTMENT.

J. M. BINGHAM.

W. E. CARTER.

T. B. CHYNOWETH

*Holding over. Term expired February, 1877.

THE NORMAL SCHOOLS.

REPORT OF THE PRESIDENT OF THE BOARD OF REGENTS OF NORMAL SCHOOLS.

HON. EDWARD SEARING,

Superintendent of Public Instruction:

SIR:—I have the honor to submit the Annual Report of the doings of the Board of Regents of Normal Schools, of receipts and expenditures, and of the prospect, progress, and condition of the State Normal Schools for the year ending August 31, 1877.

MEETINGS OF BOARD.

Two meetings of the board have been held during the year, one, called the semi-annual meeting, held February 5th to 8th, inclusive, and the annual meeting held, July 11th to 13th, inclusive.

At these meetings a large amount of routine and special business was transacted, a brief abstract of which is herewith presented:

SEMI-ANNUAL MEETING.

Pursuant to notice, the board met Monday evening, February 5th, in the office of the Superintendent of Public Instruction, and in the absence of the president and vice president, were called to order by the secretary, and Regent Sherman chosen president *pro tem*. Regents Andrews, Chandler and Weeks presented their oaths of office. A quorum being present, the minutes of the last meeting were read and approved. Sundry bills were presented and referred to committees, and the board adjourned to 10 o'clock, Tuesday morning.

TUESDAY, 10 A. M., February 6th, 1877.

Board met and was called to order by the President. Present, Regents Andrews, Evans, Hay, Searing, Sherman, Starr, Weeks.

Sundry bills were presented and referred to the Finance Committee.

Regents Chandler and Cotzhausen appeared and took their seats.

The President made the following appointments to fill vacancies in Committees:

In Committee on Supplies, Regents Andrews and Weeks.

In Committee on Course of Study, Regent Andrews.

In Committee on visitation, Regent Weeks.

In Committee on Senior Class, Regent Sherman.

Regent Weeks presented bill of President Phelps, for expenses of removal from Winona to Whitewater, which was referred to the Finance Committee.

Sundry other bills were presented and referred to the Executive Committee.

Regent Phelps appeared and took his seat.

On motion, the Board adjourned to 5 o'clock P. M.

TUESDAY, February 6th, 5 P. M.

Board met. Present, Regents Andrews, Chandler, Evans, Hay, Phillips, Searing, Sherman, Starr, Weeks.

Regent Sherman presented the following report of the Finance Committee:

The committee on Finance respectfully report that they have examined the following bills and recommend that the same be allowed by the Board:

Bill of President Phelps for expenses of removing from Winona to Whitewater, as per contract	\$165 20
Bill of J. H. Evans, for expenses and per diem in visiting Normal Schools	103 20
Bill of J. H. Evans, for telegraphing, postage, etc.....	6 20
Bill of Chas. H. Nye, amount overpaid on settlement of account for winter term, 1876.....	7 00
Bill of W. H. Chandler, expenses and services on Institute Committee.....	83 75
Bill of Edward Searing, telegrams, expenses and services on Committees	81 88
Bill of <i>Wisconsin Journal of Education</i> for advertising.....	37 50
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S. S. SHERMAN,
J. PHILLIPS,
S. M. HAY.

Report accepted, the recommendations approved, and bills allowed — all the Regents voting in the affirmative.

Regent Andrews presented the account of ex- Regent Weld for tuition, book-rents, etc., at River Falls Normal School, which was referred to the Finance Committee.

Regent Chandler moved that a committee of three be appointed to examine and report on the advisability of purchasing E. T. Sweet's Mineralogical collection. Carried, and the President appointed Regents Evans, Sherman and Phillips as said committee.

Board adjourned to 10 A. M., Wednesday.

WEDNESDAY, Feb. 7, 1877, 10 A. M.

Board met and was called to order by the President. Present, Regents Andrews, Chandler, Cotzhausen, Evans, Hay, Phillips, Searing, Sherman, Starr, Weeks.

Prof. Chamberlin, Chief State Geologist, being present, responded to an inquiry of the President respecting the prospects of the distribution of geological specimens to the schools of the state.

Regent Evans, for the Committee on Supplies, made the following report:

To the Board of Regents of Normal Schools:

The Committee on Supplies, to whom were referred sundry bills, beg leave to report:

The account of Regent Hay, accompanied by vouchers, from 1 to 54 inclusive, (excepting 21 and 46 referred to Executive Committee) we have examined and audited to the amount of \$1,516.70, being for supplies and repairs at the Oshkosh School.

For supplies at Whitewater we have audited bills as follows:

Regent Weeks, text-books and stationery.....	\$761 10
Regent Weeks, sundry supplies.....	231 04
Regent White,.....do.....	602 69
D. S. Cook, sundries.....	133 85
R. O'Conner..do.....	271 76
Total.....	<u>\$2,044 00</u>
The account [of Regent Evans for supplies and repairs at Platteville, as shown in vouchers from 1 to 60 inclusive, we have audited and recommended allowance at.....	<u>\$1,294 30</u>

Bills for supplies, repairs, etc., at River Falls, accompanied by vouchers from 1 to 93 (except 26 to 45 inclusive, previously audited), we have examined and recommend that Nos. 10, 46, 56, 58, 67, 79, 80 and 82, amounting to \$332.07, be referred to the executive committee. No. 16, amounting to \$185.00, be returned to Regent

Weld for correction. No. 83, amounting to \$4.50, was withdrawn by Pres. W. D. Parker, and No. 19, amounting to \$17.63, we report to the board for their action. All the other vouchers and bills presented, from 1 to 93, we have audited to the amount of \$887.54.

We therefore recommend that warrants be drawn on the treasurer for the following sums:

S. M. Hay, for supplies and repairs at Oshkosh.....	\$1,516 70
T. D. Weeks, for supplies and repairs at Whitewater.....	992 14
S. A. White, for supplies and repairs at Whitewater.....	602 69
D. S. Cook, for sundry supplies at Whitewater.....	133 85
R. O'Conner, for sundry supplies at Whitewater.....	271 06
J. H. Evans, for supplies and repairs at Platteville.....	1,294 39
A. H. Weld, for supplies and repairs at River Falls.....	887 54

Respectfully submitted,

J. H. EVANS,
T. D. WEEKS,
A. D. ANDREWS,
S. M. HAY,

Committee on Supplies.

On Motion, bill No. 19 was allowed by the board, all the regents voting in the affirmative. The report was then adopted and its recommendation respecting the drawing of warrants approved by a unanimous vote.

Regent Chandler read the report of the executive committee, which, on motion, was approved by the board and signed by the secretary.

The board took a recess until 4 P. M., when it again met, with members present as in the morning session.

Regent Starr, for the committee on teachers, made a verbal report.

The president presented the resignation of Prof. Purman, of the Platteville Normal School, which was on motion accepted.

Regent Chandler offered the following resolution, which was unanimously adopted:

Resolved, That in recognition of the long and highly satisfactory service rendered by Miss M. Hill, in connection with the Oshkosh school, her salary be, and the same is hereby established, at \$900, after the current school month.

Regent Hay offered the following resolution, which was unanimously adopted:

Resolved, That the executive committee are hereby authorized to provide for hard wood floors in the main room and halls, for finishing the basement, and for wainscoting in the addition of the normal school building at Oshkosh, in accordance with the memoranda included in the contract with the builders.

Said committee are hereby authorized to audit bills in payment therefor; and there is hereby appropriated out of the income fund a sufficient amount to pay the same.

Board adjourned to 9 A. M., Thursday.

THURSDAY, 9 A. M., Feb. 8, 1877.

Board met. Present, Regents ANDREWS, CHANDLER, COTZHAUSEN, EVANS, HAY, PHILLIPS, SEARING, SHERMAN, STARR, WEEKS.

Regent Sherman presented the following additional report of the Finance Committee, which was accepted and ordered to be placed on record.

The Committee on Finance have also audited the accounts of the following local regents:

Account of S. M. Hay, of money received from his predecessor and from tuition, book rent, etc., showing \$4,866.26, received and paid into the treasury.

Account of J. H. Evans, amount received during fall term 1876, \$1,268.75, and treasurer's receipt for the same.

The account of A. H. Weld has been examined, audited in part by the Committee on Supplies, and in part by the Executive Committee. Receipts from tuition, \$1,785.85. Paid into the treasury, \$1,779.26. The slight discrepancy is explained by the report of the Committee on Supplies.

Respectfully submitted,

S. S. SHERMAN,
JOHN PHILLIPS,
S. M. HAY.

Regent Evans, of the special committee appointed to inspect the mineralogical collection of Mr. Sweet, reported verbally that the Committee considered it unadvisable for the Board to purchase the same.

Bills of Regents' expenses were presented and allowed.

Regent Cotzhausen offered the following resolution, which was

referred to the Committee on Course of Study and Text Books, with instructions to report at the next annual meeting of the Board:

Resolved, That in the opinion of the Board of Normal Regents, the introduction of uniform text-books in the public schools of the state is very desirable, and that suitable legislation towards that end ought to be had at an early day.

On motion Board adjourned *sine die*.

ANNUAL MEETING.

The Board of Regents of Normal Schools met in annual session, in the office of the State Superintendent, Wednesday, July 11th, 1877, at 9 o'clock, A. M. President Starr in the chair.

Present, Regents Andrews, Chandler, Evans, Hay, Searing, Sherman, Starr, Weeks.

The minutes of last meeting read and approved.

Regents Hay, Evans, Andrews and Weeks presented their annual reports, which were referred to the Finance Committee, and also sundry bills which were referred to the Committee on Supplies.

Board then adjourned to 3 o'clock, P. M.

WEDNESDAY, July 11, 1877, 3 P. M.

Board met. Present, Regents Andrews, Chandler, Evans, Hay, Phillips, Searing, Sherman, Starr, Weeks.

Regent Evans, for Committee on Supplies, presented the following report, which was adopted and its recommendation allowed, all the Regents present, as above, voting in the affirmative:

To the Board of Regents of Normal Schools:

The Committee on Supplies report that they have examined and audited bills for supplies and repairs at the several schools as follows:

Bill of Regent Weeks for supplies at Whitewater, accompanying vouchers from 1 to 41 inclusive, amounting in the aggregate to the sum of	\$764 92
Bill of Regent Andrews for supplies at River Falls, accompanying vouchers from 1 to 41 inclusive, amounting to	552 90
Bill of Regent Hay, for supplies at Oshkosh, accompanying vouchers from No. 55 to 90 inclusive (except No. 86 referred to Ex. Committee) amounting to	906 05
Bill of Regent Evans, for supplies at Platteville, with vouchers from 1 to 23 inclusive, amounting to	876 78
Bill of Siefert & Gugler for Lithographic views of Whitewater building	26 00
Bill of Prof. A. H. Weld referred back for correction in February last	1 55
	<hr/> <hr/>

Your committee recommend that warrants be drawn on the treasurer for the amounts named.

Respectfully submitted,

J. H. EVANS,
S. M. HAY,
T. D. WEEKS,
A. D. ANDREWS,

Committee on Supplies.

The president made the following report on insurance, which was ordered to be placed on the record:

To the Board of Regents of Normal Schools:

On the 10th day of April, 1877, I effected additional insurance for three years on the River Falls building (including heating apparatus, plumbings and fixed furniture therein), as follows:

\$5,000 Insurance, Co. North America, Philadelphia, premium	\$90 00	
\$5,000 Insurance, Pennsylvania, premium.....	90 00	
		\$180 00
Less discount allowed, 10 per cent		18 00
Cost.....		<u>\$162 00</u>

Bill for which has been audited and paid, and the policies deposited with the State Treasurer.

MADISON, July 11, 1877.

W. STARR.

Regent Chandler read the report of the Committee on Examination of Senior Classes, which was accepted, and the names of the graduates of the several schools contained therein were ordered to be placed on record.

The committee concurred with the faculty in recommending for certificates the following persons, who had completed the elementary course at

WHITEWATER:

Mr. Vesper Morgan, Mr. Wm. H. Cory, Miss Bessie Skavlem, Miss Frances Nichols, Miss Ella M. Moore, Miss Hattie M. Dean, Miss Louise Townsend, Miss Ida Teed.

The committee also concurred with the Faculty in recommending for diplomas the following persons who have completed the full course:

Mr. Rollin Salisbury, Mr. Ferd. B. Hawes, Mr. Alvin J. Blakey,

Miss Mary E. Taylor. Miss Flora A. Raymond, Miss Celia A. Salisbury, Miss Lizzie Wooster, Mrs. Ada Ray Cooke.

The following were recommended for certificates at

OSHKOSH.

Mr. Wm. Leith, Mr. Joseph F. Morin, Mr. Julius Rosholt, Mr. Harvey R. Smith, Mr. Carey Thomas, Mr. Frederick G. Young, Miss Amelia E. Banning, Miss Hannah E. Davis, Miss Alice J. Holcombe, Miss Katharine A. Lyons, Miss Nettie Marble, Miss Ada Peabody.

At this school the Faculty recommended none for graduation from the full course.

The following were recommended for certificates at

PLATTEVILLE:

Mr. James Adams, Mr. Francis Cleary, Mr. Byron B. Fenton, Mr. Samuel I. Hanford, Mr. Wm. T. Jennings, Mr. Clyde R. Showalter, Mr. Homer A. Terrill, Miss Hester J. Baker, Miss Nettie E. Brainerd, Miss Nora Brainerd, Miss Martha Brindley, Miss Sadie F. Burr, Miss Lillie Grindell, Miss Julia Murley, Miss Nellie S. Neeley, Miss Lottie E. Richmond, Miss Myrta Sylvester.

The following who had completed the four years' course were recommended for Diplomas:

Mr. Chas. R. Evans, Mr. John Kelley, Mr. Albert F. Smith, Miss Elsie B. Hawley, Miss Mary F. Neely, Miss Electa M. Potter, Miss Estelle J. Wells.

Regent Chandler read the report of the institute committee, which was laid over for consideration later in the session.

The secretary read the reports of presidents Charlton and Albee, which were on motion accepted and referred to a special committee consisting of Regents Searing, Evans, Sherman.

On motion the board adjourned to 10 o'clock A. M., the next day, with the election of officers made the special order for that time.

THURSDAY, July 12, 1877, 10 A. M.

The board met and was called to order by the President. Present, Regents Andrews, Chandler, Evans, Hay, Phillips, Searing, Sherman, Starr, Weeks.

The board then, by ballot, selected the following officers for the ensuing year:

Regent Starr, President.

Regent Chandler, Vice President.

Regent Searing, Secretary.

A bill of the Journal of Education for advertising was referred to the committee on Finance.

The special committee to which the reports of the presidents had been referred reported as follows:

Your committee have taken into consideration the suggestions of Presidents Charlton and Albee, and respectfully report, recommending:

(1.) That the suggestions of President Charlton respecting Miss Potter, respecting a Supervisor of Practice Teaching, and respecting the enlargement of the course of study in the grammar department, be referred to the committee on Teachers. Also that the suggestion of President Albee respecting a bell be referred to the executive committee; the suggestions respecting Miss Banning, Miss Clark, Miss Armstead, and Miss Webster, be referred to the committee on teachers; the suggestions respecting the elementary course of study be referred to the committee on course of study, and the question of the right of the faculty to make certain rules be referred to the board.

(2.) That the following uniform nomenclature be adopted by the board for the various departments and grades of each school.

Each school shall consist of, I. A Normal Department. II. A Model Department. The latter shall be subdivided into (1) the Primary Grade. (2) the Intermediate Grade. (3) the Grammar Grade. The report gave the following diagram :

NORMAL SCHOOL.	{	I. <i>Normal Department.</i>	{	(1) Primary Grade.
		II. <i>Model Department.</i>		(2) Intermediate Grade.
				(3) Grammar Grade.

(3.) That the calendar for the four schools be arranged as follows :

The Platteville School (Normal Department) shall open the first Wednesday in September and close the last Thursday in June.

The Whitewater School (Normal Department) shall open the last Wednesday in August, and close on the next to the last Thursday

in June, the school year there to consist of two terms of 20 weeks each, with two weeks vacation between.

The Oshkosh School (Normal Department) shall open on the last Wednesday in August, and close on the last Thursday in June.

The River Falls School (Normal Department) shall open on the last Wednesday in August and close on the next to the last Thursday in June.

The examinations for admission at each school shall commence on Tuesday, the day before the opening of the Normal Department.

Respectfully submitted.

E. SEARING,
S. S. SHERMAN,
J. H. EVANS,
Committee.

The report was accepted, its recommendations of references to other committees approved, and the nomenclature and calendar for the schools adopted.

A bill of Mrs. Chamberlin for \$70.00 was presented and unanimously allowed.

Regent Weeks offered the following resolution, which was adopted:

Resolved, That the Committee on Employment of Teachers are hereby authorized and required to make formal contracts with all persons hereafter employed as teachers in the Normal Schools, which shall be signed by the chairman of the Committee and the party employed, and especially express the salary agreed upon, and that the agreement may be terminated at any time by either party giving thirty days' notice to that effect. Said committee may procure printed forms of such contracts, and when executed file the same with the Secretary of the Board.

Regent Weeks presented a bill of H. H. Vincent for \$50.00 for services about the new building at Whitewater, July and August, 1876.

On motion the bill was allowed at \$25.00, all the Regents voting in the affirmative.

Regent Evans read the report of the Committee on Visitation, which on motion was accepted and its recommendations referred to the Executive Committee.

Regent Chandler offered the following resolution which was adopted:

Resolved, That sub-division 3, of section 1, of the regulations relating to Resident Regents, adopted February 3, 1876, is hereby amended to read as follows: 3d. To purchase all text and reference books, by and with the advice of the Faculty, to an amount not exceeding the income of the library derived from book rents and sales of books, after paying salary of librarian.

The report of President Phelps was read by the Secretary. So much of the report as related to course of study was referred to the Committee on Course of Study; so much as related to teachers, to Committee on Teachers; and so much as related to changes in building, to Executive Committee, with authority to act.

The Board adjourned to 3 o'clock, P. M.

THURSDAY, July 12, 1877, 3 P. M.

Board met. Present, Regents Andrews, Chandler, Evans, Hay, Searing, Sherman, Starr and Weeks.

The secretary read the report of President Parker. So much of said report as related to changes in buildings was referred to the executive committee; and so much as related to teachers, to committee on teachers.

The report of the institute committee was called up, and, on motion, accepted, and the following resolutions accompanying it adopted by the affirmative vote of all the regents present:

Resolved, That the sum of five thousand dollars be, and the same is hereby appropriated out of the Normal School Income Fund, or so much thereof as may be necessary for that purpose, to defray the expenses of institutes for the ensuing year, accounts for which may be audited, allowed and paid by order of the committee on institutes, including expenses of supervision which shall be allowed at the same rates heretofore allowed by the board.

Resolved, That the sum of \$700.02 be, and the same is hereby appropriated out of the Normal School Fund income, to provide for deficiency of appropriations to meet expenditures of institute committee for years 1875-6 and 1876-7, \$500 of which shall be chargeable to fund of former year, and \$200.02 to fund of latter year.

Regent Sherman read the report of the committee on teachers.

Regent Hay offered the following resolution, which was unanimously adopted:

Resolved, That the salary of Miss Emily Webster be fixed at seven hundred dollars for the ensuing year.

Regent Chandler offered the following resolution, which was adopted — Regents Andrews, Chandler, Evans, Hay, Searing, Sherman and Starr voting in the affirmative; none in the negative:

Resolved, That in recognition of the long and faithful service of Miss Mary Brayman, and of her ability as a primary teacher, her salary is hereby increased to eight hundred dollars per annum.

The president announced the following standing committees:

Finance — Sherman, Hay, Phillips.

Teachers — President, Searing, Sherman.

Study — Searing, Andrews, Cotzhausen.

Supplies — President, Evans, Weeks, Hay, Andrews.

Executive Committee — President, Chandler, Hay.

Institutes — Searing, Chandler, Ludington.

Visitation — Evans, Weeks, Hay, Andrews.

Senior Class — Sherman, Chandler, Searing.

Board adjourned to meet at 7½ o'clock, in executive session.

THURSDAY, July 12, 1877, 7½ P. M.

Board met. Regents present as before. After informal discussion in Executive Session, Segent SHERMAN read report of Finance Committee, as follows:

The Committee on Finance make the following report.

Balance in Treasury June 30, 1887.....		\$12,535 00
Estimated income from fund.....		60,000 00
Accrued income from schools, not included above—		
Whitewater.....	\$1,638 44	
Platteville.....	2,371 48	
Oshkosh.....	2,966 00	
River Falls.....	1,233 36	
		8,209 28
Estimated income from tuition and library for ensuing year....		15,000 00
Total revenue for the year....		\$95,744 28

CONTRA.

Bills audited by Committee on Supplies at present meeting.....	\$2,220 60	
Bills audited by Executive Committee at present meeting.....	1,497 72	

Due on contract and to furnish Oshkosh addition.	3,000 00	.....
Estimated cost of schools.....	64,000 00	.....
Appropriation for Institutes.....	5,000 00	.....
Bills audited by Board present meeting.....	400 00	.....
Total amount of expenditures to July 1, 1878, estimated.....		<u>76,118 32</u>
		<u>\$19,625 96</u>

S. S. SHERMAN,
S. M. HAY,
J. PHILLIPS.

The accounts of the local regents of the several schools have been examined, compared with the vouchers and found correct.

Account of Regent Weeks, Whitewater School —		
Receipts from books.....	\$988 31	
Receipts from tuition.....	2,008 00	
Total receipts for the year.....		<u>\$2,991 31</u>
Account of Regent Hay, Oshkosh School —		
Receipts from books.....	\$1,240 90	
Receipts from tuition.....	4,214 75	
Ashes and grass sold.....	16 75	
Total receipts for the year.....		<u>\$5,472 40</u>
Account of Regent Andrews, River Falls School —		
Receipts from books.....	\$601 91	
Receipts from tuition.....	5,292 70	
Sale of ashes and correction of former account.....	6 55	
Total receipts for the year.....		<u>\$2,901 16</u>
Account of Regent Evans, Platteville School —		
Receipts from books.....	\$753 63	
Receipts from tuition.....	2,861 10	
Sale of ashes, etc.....	25 40	
Total receipts for the year.....		<u>\$3,640 13</u>

The state treasurer's receipts for the above several accounts have been shown the committee.

The income from the four schools for the last school year as shown above is \$15,005.00, from which should be deducted \$486.70, amount carried over from the Oshkosh school for the previous year and included in the above, giving as the net income for the year, \$14,518.30

The following bill is recommended for allowance:

Wisconsin Journal of Education for advertising Normal Schools, \$37.50.

Respectfully submitted,

S. S. SHERMAN,
S. M. HAY.

The report was accepted and approved.

On motion the following bills were unanimously allowed.

E. B. Bolens.....	\$5 00
Journal of Education, advertising	37 50
E. Searing, telegraphing, expenses on committee, etc.....	24 75
W. Starr, expenses as regent.....	29 90
J. H. Evans, expenses as regent.....	26 00
T. D. Weeks, expenses as regent.....	12 35
S. S. Sherman, expenses as regent.....	17 35
A. D. Andrews, expenses as regent.....	42 10
W. H. Chandler, expenses on committee, etc.....	82 50
S. M. Hay, expenses as regent	20 70
J. Phillips, expenses as regent	16 40

Regent Weeks offered the following resolution, which was unanimously adopted:

Resolved, That the salary of Miss Delaney at the Whitewater school be fixed at \$750.

Board adjourned to 8:30 A. M. next day.

FRIDAY, July 13, 1877, 8:30 A. M.

Board met. Vice-President Chandler in the chair. Present, regents Chandler, Andrews, Weeks, Sherman, Hay, Evans, Searing.

Regent Evans presented bills of the normal school presidents, for expenses incurred in attending the meeting, which were unanimously allowed.

Regent Chandler read the report of the executive committee. Report was approved by the board and signed by the secretary.

Regent Searing read the report of the special committee on uniform text-books, appointed at the semi-annual meeting of the board. Report was, on motion, received and ordered to be placed on file.

Regent Sherman presented the following resolution, which was unanimously adopted:

Resolved, That the matter of seating the gymnasium of the school at Oshkosh be referred to the executive committee with power to act.

The board then adjourned *sine die*.

MEMBERS AND OFFICERS.

The present members of the board and its officers are:

Gov. HARRISON LUDINGTON, ex-officio,	-	-	-	Madison.
EDWARD SEARING, Supt. Pub. Inst., ex-officio,	-	-	-	Madison.

Term ending February 1, 1878.

WILLIAM STARR,	-	-	-	-	-	-	-	Ripon.
J. H. EVANS,	-	-	-	-	-	-	-	Platteville.
F. W. COTZHAUSEN,	-	-	-	-	-	-	-	Milwaukee.

Term ending February 1, 1879.

S. S. SHERMAN,	-	-	-	-	-	-	-	Milwaukee.
JOHN PHILLIPS,	-	-	-	-	-	-	-	Stevens Point.
S. M. HAY,	-	-	-	-	-	-	-	Oshkosh.

Term ending February 1, 1880.

W. H. CHANDLER,	-	-	-	-	-	-	-	Sun Prairie.
A. D. ANDREWS,	-	-	-	-	-	-	-	River Falls.
T. D. WEEKS,	-	-	-	-	-	-	-	Whitewater.

OFFICERS OF THE BOARD.

PRESIDENT, WILLIAM STARR,	-	-	-	-	-	-	-	Ripon.
VICE-PRESIDENT, W. H. CHANDLER,	-	-	-	-	-	-	-	Sun Prairie.
SECRETARY, EDWARD SEARING	-	-	-	-	-	-	-	Madison.
TREASURER, ex-officio, FERDINAND KUEHN,	-	-	-	-	-	-	-	Madison.

The following regulations govern the admission to the normal schools:

REGULATIONS FOR ADMISSIION.

[Adopted by the Board of Regents.]

1. Each assembly district in the state shall be entitled to eight representatives in the normal school, and in case vacancies exist in the representatives to which any assembly district is entitled, such vacancies may be filled by the president and secretary of the board of regents.

2. Candidates for admission shall be nominated by the superintendent of the county (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent of the city) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated shall receive a certificate, setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the board.

3. Upon the presentation of such certificate to the president of a normal school, the candidate shall be examined, under the direction of said president, in branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the normal school in respect to learning, he may be admitted, after furnishing such evidence as the

president may require, of good health and good moral character, and after subscribing to the following declaration:

I, ———, do hereby declare that my purpose in entering this state normal school is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools in this state.

4. No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the president of a normal school to any person who shall have been a member of such school for one term, provided that, in his judgment, such certificate is deserved.

The following tables show the condition of funds and income on the 30th day of September, and the increase of fund during the past year, which is not large (\$21,764), owing to the diminished sales of land (\$10,137.71) and the large amount still lying in the state treasury uninvested, (45,056.84).

If the policy of the state is to be, as has been the practice, to keep the principal of trust funds in the state treasury, uninvested, to be used in emergencies where general revenues fail to meet the appropriations and current expenses of the state, and thus to bridge over deficiencies and maintain the credit of the state unimpaired until incoming taxes relieve the deficit, and replace the borrowed trust funds; and if this process is to be repeated year by year; then it seems but common justice that the state should pay interest to the fund or funds so used; especially as in the case of educational funds, where the income only is to be used, and where the state is the sole trustee to make the investment.

NORMAL SCHOOL FUND.

This fund consists of the proceeds of the sales of land set apart for the support of Normal Schools, by the provisions of chapter 537 of the general laws of 1865.

RECEIPTS.		
Sales of land.....	\$10,137 71	
Dues on certificates.....	1,785 00	
Loans.....	12,472 00	
Penalties.....	4 51	
Loan to Iowa county.....	10,000 00	
Loan to city of Madison.....	2,500 00	
Town bonds.....	2,200 00	
	\$49,097 22	
DISBURSEMENTS.		
Loans to school districts.....		\$11,850 00
Loan to Wood county.....		30,000 00
Loan to Racine county.....		7,500 00
Loan to town of Pine Valley, Clark county.....		3,000 00
Refunded for overpayment.....		72 87
	\$39,097 22	\$52,422 87
Balance September 30, 1876.....	58,382 29	
Balance September 30, 1877.....		45,056 84
	\$97,479 51	\$97,479 51

The amount of productive Normal School Fund on the 30th day of September, 1876, and 1877, respectively, was as follows:

	1876.	1877.
Amount due on certificate of sales.....	\$41,945 29	\$39,431 29
Amount due on loans.....	114,272 05	112,750 05
Certificates of indebtedness.....	515,700 00	515,700 00
United States bonds.....	43,000 00	43,000 00
Milwaukee city bonds.....	160,000 00	160,000 00
Town bonds.....	16,500 00	14,300 00
City of Madison loan.....	7,500 00	5,000 00
Iowa county loan.....	65,000 00	55,000 00
Racine county loan.....		7,500 00
Town of Pine Valley loan.....		3,000 00
Wood county loan.....		30,000 00
	\$968,917 34	\$985,681 34

Showing an increase of \$21,764.

NORMAL SCHOOL FUND INCOME.

The following statement exhibits the various sources from which this income was received during the past year, and the disbursements therefrom:

RECEIPTS.		
Interest.....	\$11,163 76	.....
Interest on certificates of indebtedness.....	36,099 00	.....
Interest on United States bonds.....	2,736 41	.....
Interest on Milwaukee bonds.....	11,200 00	.....
Interest on town bonds.....	1,155 00	.....
Interest on loan to city of Madison.....	350 00	.....
Interest on loan to Iowa county.....	4,550 00	.....
Tuition fees, Platteville Normal School.....	3,673 63	.....
Tuition fees, Whitewater Normal School.....	2,991 31	.....
Tuition fees, Oshkosh Normal School.....	7,812 62	.....
Tuition fees, River Falls Normal School.....	2,994 43	.....
J. B. Doe, sale of boiler.....	350 00	.....
	\$85,076 16	
DISBURSEMENTS.		
Expenses of regents.....		\$547 91
Platteville Normal School.....		17,114 98
Whitewater Normal School.....		21,133 49
Oshkosh Normal School.....		21,433 56
River Falls Normal School.....		16,001 83
Institute expenses.....		4,315 41
Expenses.....		2,845 19
Enlargement of Whitewater N. S. building.....		167 24
Enlargement of Oshkosh N. S. building.....		14,434 50
Refunded for overpayment.....		81 16
	\$85,076 16	\$98,075 26
Balance September 30, 1876.....	22,451 58	.....
Balance September 30, 1877.....		9,452 48
	\$107,527 74	\$107,527 74

The foregoing statement of receipts and expenditures pertaining to the income fund, are for the state fiscal year ending September 30th.

For a classified statement of expenditures from the same fund for the year covered by this report, ending August 31st, you are referred to the following table, compiled from the books of the secretary of the Board:

STATEMENT OF EXPENDITURES.

Teachers and janitor — Platteville	\$12,920 00
Teachers and janitor — Whitewater.....	14,260 00
Teachers and janitor — Oshkosh.....	14,625 00
Teachers and janitor— River Falls.....	11,404 00
Platteville, not including above.....	2,691 60
Whitewater, not including above.....	6,045 44
Oshkosh, not including above.....	4,072 54
River Falls, not including above.....	4,016 83
Enlargement — Oshkosh.....	15,757 03
Repairs and alterations— Whitewater.....	599 51
Furniture — Whitewater.....	650 75
Furnaces— Whitewater.....	844 50
Insurance.....	562 00
Salary of secretary.....	300 00
Institutes.....	6,249 32
Regents' expenses.....	2,143 24
Miscellaneous.....	913 52
Total.....	<u>\$98,055 28</u>

INSTITUTES.

The institute work has been vigorously and efficiently carried on during the year, upon the same general plan as heretofore, with such modifications as experience and careful thought have suggested.

For a more full and detailed statement of the work and results, your attention is invited to the report of the Committee on Institutes, accompanying this report.

ACCOMPANYING REPORTS.

Your attention is specially invited to the reports herewith submitted, from Presidents Charlton, Phelps, Albee and Parker, for such statistical and other information as pertains more directly to the individual organization of each school.

These reports, each enwrought with the individuality of the president, become efficient aids in the working practice of our system.

A thorough system of visiting the schools by committees has been inaugurated, and perfected from year to year. These committees— the committee composed of local regents, the committee on teachers, and the committee on senior classes, by their examinations and reports, place the board in vital connection with the every-day work of the schools, and furnish the information necessary for a comparison of work and methods, and without which the

administration of their affairs by the board would be more theoretical than practical, unless they were willing to receive and accept such information from outside sources, or were willing to abdicate and delegate their management to the local regent and the faculty, or to either, as circumstances might lead the current of direction.

ADDITIONS.

The additions to the Whitewater and Oshkosh buildings have been completed and are now in use, adding greatly to the convenience and efficiency of the schools, and it is hoped that it will now be possible, without crippling the four schools in operation, to gradually accumulate funds enough to establish another school.

Experience has now demonstrated about how much room can be advantageously used in one school under the same faculty, and this experience will be of use in planning buildings hereafter.

CONCLUSION.

The singleness and unity of purpose which has animated and characterized the Board for the twelve years during which it has been my pleasant privilege to be connected with its labor of organizing the Normal Schools of our state, still continues; and it is to be hoped that whatever changes time may bring in its political whirligig to change its constituent organization, will only result in increased harmony and efficiency.

Respectfully submitted,

WILLIAM STARR,

President of the Board of Regents of Normal Schools.

REPORTS OF PRESIDENTS OF NORMAL SCHOOLS.

PLATTEVILLE NORMAL SCHOOL.

To the Honorable WILLIAM STARR,

President of the Board of Regents of Normal Schools:

DEAR SIR:—The eleventh scholastic year of the State Normal School at Platteville opened on the 5th day of September, 1876, and closed on the 28th day of June, 1877; with the usual vacations

at the holidays and at the close of the winter term. Though unmarked by any striking events, it was a year of steady progress, of faithful work and of satisfactory results. The attendance was good in all departments, being larger in the Normal Department than ever before. In view of the results accomplished I regard it as the most prosperous year of my connection with the school.

In this brief report, I shall neither attempt to discuss general principles of education nor to present any theories of Normal School work. I shall simply content myself with giving such particulars of the year's progress as seem to me worthy of record.

The vacancy in the department of English Language and Literature, occasioned by the resignation of Prof. D. Gray Purman, not having been filled at the opening of the year, Regent Evans made temporary arrangements, which continued through the fall term. At the beginning of the winter term, Miss Helen Hoadley was employed for the position mentioned, and Miss Georgia A. Speer was also employed as teacher of Reading.

The faculty for the year was as follows:

EDWIN A. CHARLTON, A. M., PRESIDENT,
Mental and Moral Science.

DUNCAN MCGREGOR, A. M.,
Theory and Practice of Teaching, and Conductor of Institutes.

GEORGE BECK, M. S.,
Natural Sciences.

D. E. GARDNER,
Mathematics and Vocal Music.

HELEN HOADLEY, A. M.,
English Language and Literature: Winter and Spring Terms.

EMELINE CURTIS,
Geography and History.

GEORGIA A. SPEER,
Reading and Arithmetic; Winter and Spring Terms.

CHARLES H. NYE,
Principal of Grammar Department.

JENNIE S. COOKE,
Assistant in Grammar Department.

ANNA POTTER,
Teacher and Critic in Intermediate Department.

MARY BRAYMAN,
Teacher and Critic in Primary Department.

MRS. HELEN E. CHARLTON,
English Language and Literature; Fall Term.

SUMMARY OF ATTENDANCE.

NORMAL DEPARTMENT.

Gentlemen, - - - - -	99
Ladies, - - - - -	125
Total, - - - - -	— 224

Classified as follows:

Fourth Year Class, - - - - -	7
Third Year Class, - - - - -	16
Second Year Class, - - - - -	51
First Year Class, - - - - -	150
Total, as above, - - - - -	— 224

GRAMMAR DEPARTMENT.

Gentlemen, - - - - -	89
Ladies, - - - - -	76
Total, - - - - -	— 165

INTERMEDIATE DEPARTMENT.

Boys, - - - - -	24
Girls, - - - - -	35
Total, - - - - -	— 59

PRIMARY DEPARTMENT.

Boys, - - - - -	17
Girls, - - - - -	28
Total, - - - - -	— 45

Deduct twice counted, - - - - -	44
Total enrollment for the year, - - - - -	449

ANNIVERSARY EXERCISES.

June 25-28, 1877.

Examinations — Monday, Tuesday and Wednesday, A. M.

Closing exercises primary department — Wednesday, 10½ o'clock
A. M.

Exercises of elementary class — Wednesday, 2 o'clock P. M.

Ninth Annual Commencement, Thursday, 10 o'clock A. M.

Class exercises — Thursday, 3 o'clock P. M.

Meeting of the Alumni Association and Reunion — Thursday evening.

GRADUATING CLASS.

Charles R. Evans,	- - -	Platteville,	-	Grant.
John Kelly,	- - -	Richwood,	-	Dodge.
Albert F. Smith,	- - -	Montfort,	-	Grant.
Elsie B. Hawley,	- - -	Warren, Ill.		
Mary F. Neely,	- - -	Platteville,	-	Grant.
Electa M. Potter,	- - -	Platteville,	-	Grant.
Estelle J. Wells,	- - -	Warren, Ill.		

ELEMENTARY CLASS.

James Adams,	- - -	Viroqua,	- -	Vernon.
Francis Cleary,	- - -	Platteville,	-	Grant.
Byron B. Fenton,	- - -	Shullsburg,	-	La Fayette.
Samuel I. Hanford,	- - -	Platteville,	-	Grant.
William T. Jennings,	- - -	Hazel Green,	-	Grant.
Clyde R. Showalter,	- - -	Bloomington,		Grant.
Homer A. Terrill,	- - -	Platteville,	-	Grant.
Hester J. Baker,	- - -	Newton,	-	Vernon.
Nettie Brainerd,	- - -	Boscobel,	-	Grant.
Nora Brainerd,	- - -	Boscobel,	-	Grant.
Martha Brindley,	- - -	Boscobel,	-	Grant.
Sadie F. Burr,	- - -	Lancaster,	-	Grant.
Lillie J. Grindell,	- - -	Platteville,	-	Grant.
Julia Murley,	- - -	Boscobel,	-	Grant.
Nellie S. Neely,	- - -	Platteville,	-	Grant.
Lottie E. Richmond,	- - -	Monticello,	-	Green.
Myrtie Sylvester,	- - -	Castle Rock,	-	Grant.

GRADUATES.

There are now one hundred and two graduates in the full course. Since the establishment of the elementary, or two years' course, the elementary certificate has been awarded to forty-one students, viz.:

In 1875.....	8
In 1876.....	16
In 1877.....	17
Total.....	<u>41</u>

Of these, nine have already graduated in the advanced course, and others are still pursuing the studies of the course.

The following tables give the occupation of graduates during the past year:

OCCUPATION.	Gentlemen.	Ladies.	Total.
Teaching in Wisconsin	16	24	40
Teaching in other states	4	7	11
County superintendents, Wisconsin	2	1	3
University students	3	1	4
Medical students	2	.....	2
Lawyers and law students	8	.....	8
Clergyman	1	.....	1
Mercantile business	5	.....	5
Farming	4	.....	4
Clerk of court	1	.....	1
U. S. mail agent	1	.....	1
Editor	1	.....	1
Married and left the profession .....	.....	9	9
Temporarily unemployed	1	3	4
Deceased	1	.....	1
Class of 1877*	3	4	7
Total	53	49	102

ELEMENTARY CLASSES.

OCCUPATION.	Gentlemen.	Ladies.	Total.
Subsequently graduated in advanced course	4	5	9
Students in advanced course	5	4	9
Teaching in Wisconsin	3	2	5
Left the state .....	.....	1	1
Class of 1877 †	7	10	17
Total	19	22	41

VISITATION.

The Board of Visitors appointed by the Superintendent of Public Instruction, consisting of Hon. Paul A. Orton, of Darlington, Rev. Charles H. Richards, of Madison, and Sup't D. H. Flett, of Kenosha, visited the school on two different occasions. It was our aim to furnish them the best possible facilities for inspecting the condition and work of the school.

* All teaching, December 1, 1877.

† Nine teaching; eight in advanced course, December 1, 1877.

On the occasion of their last visit, Mr. Richards delivered an eloquent instructive lecture on "Art and its Masterpieces," which was listened to with great interest by students and citizens.

ORGANIZATION FOR 1877-8.

The Faculty for the ensuing year, the courses of study and the calendar, are given below.

FACULTY.

EDWIN A. CHARLTON, A. M., PRESIDENT,
Mental and Moral Science.

DUNCAN MCGREGOR, A. M.,
Theory and Practice of Teaching, and Conductor of Institutes.

GEORGE BECK, M. S.,
Natural Sciences.

D. E. GARDNER,
Mathematics and Vocal Music.

ALBERT J. VOLLAND, A. B.,
Latin and Greek.

EMILY M. B. FELT,
English Language and Literature.

EMELINE CURTIS,
Geography and History.

TRAINING DEPARTMENT.

CHARLES H. NYE,
Director; and Principal of Grammar Grade.

ELLA C. ASPINWALL,
JENNIE S. COOKE,
Assistants in Grammar Grade.

ANNA POTTER,
Teacher and Critic in Intermediate Grade.

MARY BRAYMAN,
Teacher and Critic in Primary Grade.

COURSE OF STUDY.

ELEMENTARY COURSE.						ADVANCED COURSE.					
FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.		
FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.
Practical Arithmetic. El. Algebra. 6 weeks.	Practical Arith. & El. Algebra. 6 weeks.	Elementary Algebra.	Elementary Geometry.	Higher Arithmetic.	Reviews.	Higher Algebra.	Higher Algebra.	Geometry.	Trigonometry.		
Grammar.	Grammar.	Composition and Rhetoric.	Rhetoric and Criticism.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.
			Physiology.	Elementary Physics.	Botany.	Natural Philosophy.	Natural Philosophy.	Zoology.	Chemistry.	Astronomy.	Geology.
Geography.	U. S. History. 6 weeks.	U. S. History. 6 weeks.	Civil Government.	Word Analysis and Reading.	Physical Geography.	General History.	Political Economy.	Criticism.	English Literature.		School Law.
Orthoepy and Reading.	Drawing.	School Economy.			Drawing.				Mental Philosophy.	Moral Philosophy.	History of Education.
Vocal Music, Penmanship, Theory and Practice of Teaching.											
Methods of Teaching and Practice in Model School.											

CALENDAR, 1877-78.

Fall term, 16 weeks. From Tuesday, September 4, to Friday, December 21, 1877. Vacation two weeks.

Winter term, 12 weeks. From Tuesday, January 8, to Friday, March 29, 1878. Vacation one week.

Spring term, 12 weeks. From Tuesday, April 9, to Thursday, June 27, 1878.

Graduating exercises, Thursday, June 27, 1878.

Meeting of Alumni Association, Thursday evening, June 27.

CONCLUSION.

Whatever success has attended the work of the school, during the past year, is largely due to the faithful labors of my associates, to all of whom I would return my grateful acknowledgements.

The Board of Regents have provided liberally for the wants of the school, and it has been my constant aim to make the best possible use of all the means and resources placed at my disposal, to subserve the main object of the school; that of thoroughly equipping teachers for their work.

In conclusion, I beg leave to express to you and your associates in the Board of Regents, my heartfelt appreciation of your unvarying kindness and courtesy.

With an earnest purpose to devote myself to the duties of my position with whatever of energy and ability I possess.

I remain, very respectfully, your obedient servant,

EDWIN A. CHARLTON.

 WHITEWATER NORMAL SCHOOL.

HON. WILLIAM STARR,

President of Board of Regents Normal Schools:

SIR: The undersigned respectfully submits the annual report of the State Normal School at Whitewater, for the year ending June 30th, 1877.

ATTENDANCE.

The details of the attendance during the past year having already

been made public in the annual catalogue, their repetition here is not deemed necessary. The aggregates for the several departments are herewith submitted:

NORMAL DEPARTMENT.

Senior class	9	.....
Junior class	15	.....
Second year class.....	63	.....
First year class.....	280	.....
Preparatory class	26	.....
Total.....	843	

TRAINING DEPARTMENT.

Intermediate class	38	.....
Primary class.....	30	.....
Total	68	

GRAMMAR DEPARTMENT 68

Total.....	474	.....
Total last year.....	385	.....
Increase this year	89	

IRREGULARITY OF ATTENDANCE.

The most discouraging fact in connection with the attendance during the past year, is its irregularity. Within four or five weeks from the opening of the fall term, the "withdrawals" began. This process of disintegration continued with greater or less rapidity until the middle of November, by which time about sixty of those admitted had left, most of them to teach in the winter schools. During the same period, candidates for admission were constantly appearing, making entrance examinations of almost daily occurrence, while the entire time and attention of the teachers were demanded in the work of the class-room. In consequence of these constant outgoings and incomings, the classification becomes unstable and confused, the *morale* of the school is injured, and the quality of the teaching is seriously impaired. Such irregularities are positive evils with no compensating advantages. In the paramount interests of public education, which are directly affected by the *status* of these Teachers' Seminaries, they should be promptly and thoroughly remedied.

A REASONABLE EXPECTATION AND A JUST DEMAND.

Much is reasonably and justly expected of our state normal

schools. It is demanded of them that they should become a positive power in the remedy of evils, and the reformation of abuses now existing in the public school system, of which they are appropriately considered to be the head. Hence they should be models of organization, management and thorough instruction. They should maintain a high standard of efficiency in order that, by the power of their example, they may elevate the standard of every other school in the state. The habits and character of every student are profoundly affected, either by the perfection or imperfection of the institution in which he is trained and prepared for his future work as a teacher of youth. Irregularity of attendance and a lack of close classification are admitted to be among the most glaring defects of our common schools, limiting, and in many cases, almost destroying their usefulness. Teachers' seminaries should not perpetuate these evils by giving to them the sanction of their own example. Supported as they are by the state, like our national military, and naval schools, they are in a position to establish and maintain all the conditions of the highest success in educational organization, administration, and training. The moral power of such examples as they might afford, would be simply incalculable. Every school, even in the remotest rural district, would soon feel the influence of such an example. A public institution which attempts to adapt itself to the personal convenience of three or four hundred different individuals, and sets aside those sound principles that control all successful administration, can itself be a success only in appearance, while, in reality, it is sowing the seeds of disorder and disintegration.

A SERIOUS EVIL.

Besides the embarrassing—demoralizing—effect of these irregularities upon the school itself, there is another evil scarcely less deplorable. It is the influence of these short time students upon the reputation of the institution. Many go out after two, three or four months' attendance at the normal school, professing to represent its teachings and methods. The representations of this class are rarely scanned with any care by the average school district officer, who does not discriminate between such teachers and those who have graduated from a full course. The result is that failures are not uncommon and are charged to the account of the institu-

tion which these crude specimens of the pedagogic art may have happened to attend. It has been well said, that one such case may result in more injury to the normal school than two graduates can counteract. It is within the personal knowledge of the undersigned that such injurious consequences are not uncommon and that much of the prejudice against these schools has its origin in this cause. Hence, regularity and stability in attendance should be aimed at, and, so far as possible, enforced. No candidate should be admitted after the first week, nor for less than one full term. This simple rule wisely and firmly carried into effect would greatly increase the efficiency and value of the schools, and, when once understood, would be cheerfully acquiesced in by all concerned.

THE COURSE OF STUDY.

In assuming so unexpectedly, and on so short notice, the immediate direction of the school on the 29th of August, 1876, the undersigned deemed it inadvisable to make any alteration in its general management, or in the order of studies pursued. It was believed to be best, that, in the main, the plans previously in operation should be continued through the year subject to such minor modifications as experience and circumstances might seem from time to time to warrant. Chief among the embarrassments presenting themselves during the year, has been the impossibility of doing justice to the studies laid down in the curriculum. *The classes have in many cases been overworked.* The time allowed to some of the studies has been altogether too short. A brief and cursory survey only, has been practicable, where thoroughness and accuracy were of paramount importance. A cardinal necessity with the teacher is to know thoroughly and exactly that which he is expected to teach. It is this perfect familiarity with the subjects to be taught, that gives him his power. Hence the habit of his mind should be to go to the roots of whatever subject he studies and teaches. A few things thoroughly mastered are far more essential to his future usefulness than many things superficially and cursorily examined. It is more important that those who go out from these training schools should go armed with power, possessed of a clear head and a self-reliant spirit, able to use what they have acquired, and to acquire what they have not already learned, than that they should have attempted too much and accomplished too little. While the

number of studies in the present course is not too great, when the demands upon the graduate are considered, yet it is the deliberate conviction of the undersigned that one year more should be allowed for its satisfactory accomplishment. This additional year might be occupied with preparatory work on the strictly common school studies, and the standard of admission to the elementary course might be correspondingly advanced. On this plan two or three studies now in the higher, could be added to the elementary course, while more time would thus be allowed for practice teaching, criticism and other professional work of the greatest importance to the future usefulness and success of the graduates from both courses.

CLASSIFICATION OF THE SCHOOL.

The classification of the school, at the beginning of the year, was found to be in a very mixed and confused condition. The causes of this difficulty were two-fold: First—The division of the year into three terms, of unequal length, and the admission of three fresh classes with only one graduation during the year. Second—The disposition of students to select their studies irregularly, instead of taking up and carrying forward the course in orderly succession as set forth in the published curriculum. The remedy of the evil was sought in the removal of its causes. With the approval of the Board, the school year was divided into two terms of equal length, it being understood that there were to be but two admissions of fresh classes, while from the Elementary Course a class might be sent out at the end of each term. The arrangement of studies was modified to correspond with this change in the terms, and the classes have been reorganized on the new basis. The irregularities, growing out of both the causes named, have already nearly disappeared. Every effort is made to discourage a choice of studies out of their proper order and to encourage the practice of taking them up and pursuing them according to the pre-arranged plans. When the new order of things shall have taken full effect there will be but two classes representing each year of the Elementary Course, and one for each year of the Higher Course. For convenience, the several classes are designated as follows: "One-one," first term, first year; "One-two," second term, first year; "Two-one," first term, second year; "Two-two," second term, second year; "Junior," third year, and "Senior," fourth year. The "Two-two" class will here-

after become the graduating class of the Elementary Course, as the Senior now is of the Higher Course.

PROFESSIONAL WORK.

But little provision seems heretofore to have been made for that strictly professional work which is one of the prime objects of the Normal School. Consequently there has been no practice-teaching or criticism during the past year. The two departments allotted to practice-teaching had become greatly reduced in numbers at the opening of the school year, and new teachers had been placed at the head of them, neither having had any experience in the observation and criticism of practice work. It was deemed advisable, therefore, to occupy the year with the effort to increase the attendance in these departments, to improve their condition as to discipline and management, and to lay out a graded course of study for them and the grammar or "academic" department. This work has been accomplished. From an aggregate attendance of between forty and fifty in the two lower grades, the number has been increased to between seventy and eighty, while the grammar department is crowded to excess. It was also regarded as indispensable that a general superintending critic teacher should be secured, who could not only lay out, superintend and criticise the practice work, but give that thorough instruction in the principles of education which alone can impart vitality to practical methods, and redeem the labors of the teacher from the curse of empiricism that must ever rest upon them when pursued in ignorance of those laws which govern and guide the evolution of the human faculties. Provision was accordingly made for the employment of such a teacher, who will enter upon the discharge of her important duties at the opening of the fall term.

Much discussion has arisen over the question of a so-called purely professional course in our normal schools. It has been claimed on the one hand that academic or general studies have no proper place in such institutions, and on the other that only through such studies, actually pursued in the class room, can the best plans of teaching be taught and illustrated. On the theory, now generally accepted, that a thorough and familiar knowledge of that which is to be taught, lies at the basis of a teacher's power, conjoined with the stubborn fact that nearly all who seek admission to the normal

schools are deplorably deficient in this knowledge, there is no room for doubt as to the necessity of rigorous drill on the subject-matter, and in the expression and illustration of that which is to be taught. No person is fit to teach who has not *learned how to teach*. No person has properly learned how to teach who has not rigorously mastered at least one subject in each of the different lines of study embraced in a liberal and general education. A teacher should know every subject he is called upon to teach far better than others are required to know it. If other schools fail to meet this requirement the normal schools must supply the deficiency, all theories to the contrary notwithstanding. One of the excellences of our National Military School at West Point is the rigorous thoroughness with which the general subjects in its course are taught. There is just as good a reason that that school should abandon this class of studies and give itself up exclusively to tactics, strategy and other purely special exercises, as that our normal schools should adopt a similar course. Nevertheless, a very large share of time and attention are bestowed at West Point upon *special studies and upon the actual practice of the duties of the soldier*. So, too, the teachers' seminary should provide liberally for training its students in those theoretical and practical studies that refer directly to their professional work as teachers.

Among the subjects that ought thus to receive careful attention in the Normal School, beside the mere theory and practice of teaching, and criticism, may be enumerated School Economy proper, embracing organization, grading, discipline and general management of schools; School Supervision; the Nature and Ends of Education; the History of Education in the leading civilized countries; Systems of Education; Educational Literature and Biography; School Legislation; the School Laws of the state; the Relations of the Elementary to the Higher Schools; the Relations of Education to the Welfare of the People; the Relations of Education to Pauperism and Crime; the Kindergarten and its true place in the system of public education; Primary Schools and Teachers; Secondary Instruction; High Schools; Universities. The need of definite, exact and specific information upon these and kindred subjects is nearly universal. The ignorance among teachers and educational officers upon this class of topics is truly deplorable. There are thousands, who are at heart friendly to our common school sys-

tem, who are yet too ignorant of its details to be able to defend it against the assaults of its enemies. Thousands of teachers, now employed in the schools of the country, are ignorant of their own professional rights under the laws of the commonwealth. There is, therefore, abundant scope, as well as an urgent need, for the liberal introduction of professional subjects into the courses of our Normal Schools, and it is in this direction that they should constantly seek to enlarge and expand.

VOCAL MUSIC AND DRAWING.

The provision for vocal music during the past year was quite inadequate and unsatisfactory, while none at all existed for drawing. These branches are so important in their influence upon the cultivation of the taste and the moral nature, and the latter sustains such close relations to the great industrial pursuits of life, that no course of preparation for the teacher can be regarded as complete which ignores their claims. Accordingly, in the re-organization of the school for the ensuing year, these branches have been assigned a definite place in the course, and will receive daily attention in the classes at the hands of accomplished special instructors.

ENGLISH LANGUAGE AND LITERATURE.

The ability to use the English language with freedom, precision and elegance, both in its oral and written form, is a prime necessity with the teacher. Hence the normal school should avail itself of every practicable means for cultivating the use of language. The drill of the class room in connection with all the subjects of instruction should include accurate and ready expression. Every lesson, whether it be in mathematics, physics, or metaphysics, should also be a drill in language. No looseness either in construction or vocalization ought to be tolerated here. Under a thorough system of training, the measure of the pupil's ideas and attainments should be their expression in appropriate language. It is thus that his power of communicating knowledge is made to keep pace with its acquisition. It is thus that he is furnished with a means of mental admeasurement and of developing that rational spirit of self-reliance that will carry him through many of the most trying exigencies of life.

Superadded to these helps, however, the teacher must be furnished with the means of literary culture. He must study the

writings of the best authors and learn to love those gems of thought and expression that sparkle from the pages of our standard literature. To this end the special study of rhetoric, literature, and composition with constant practice and criticism in the light of the best authority, must constitute a part of his preparation. A failure in this department of training will prove a failure altogether. Recognizing this fact, arrangements have been made by the board under which careful and prolonged attention will hereafter be bestowed upon the practice and criticism of literary composition by the more advanced classes, both in the elementary and higher courses of the school.

THE DISCIPLINE OF THE SCHOOL.

That system of training which neglects to recognize the habits and character of the future teacher, and omits to do all that is possible for both, is radically and deplorably defective. The greatest power in the school-room, either for good or evil, is the teacher himself. The greatest question of all is, therefore, who and what is he? The chief end of his labors should be, not the mere teaching of certain branches of study, not alone the imparting of knowledge, but the formation of character. In this work his own character is the chief factor. So, too, the seminary which assumes to prepare him for his momentous duties should look well to the regulation of those habits, and the cultivation of those qualities of mind and heart, of thought, emotion and action, that shall make him a model for his pupils and a man who shall be able to secure the respect and confidence of the people whom he is to serve. In the discipline of the institution these truths are kept constantly in view, and every proper occasion is embraced to inculcate those precepts and enforce those practices that tend to inspire the soul with lofty ideals, and habituate the student to those noble actions that favor the development of such a character as will fit him for a position of commanding influence, and eminent usefulness in the profession of his choice. Habits of attention, obedience, regularity, neatness, self-respect, respect for the feelings, rights and property of others, honesty, industry, kindness, forbearance and charity, are commended to all. Under this *regime* the evidence is accumulating that there is here that true growth of character which affords the highest evidence of success in the effort to prepare the teacher for his responsible work.

THE ART OF ILLUSTRATION.

One of the distinguishing characteristics of modern teaching is the great importance attached to the use of apparatus and other means of objective representation. Physical and chemical laboratories are now recognized as indispensable to the thorough treatment of natural philosophy and chemistry. Museums of natural history are becoming the adjuncts to every school laying any claim to character and efficiency. Anatomical preparations, dissections, and other elaborate forms of illustration are a *sine qua non* in the intelligent study of physiology, zoology, and kindred sciences. The actual measures of dimension, weight and capacity are the essential aids to a practical knowledge of those standards by which the domestic and commercial exchanges of civilized nations are effected. *The printed page is no longer regarded as a sufficient aid to the clear apprehension of the facts, phenomena and laws of the material universe.* Dim and shadowy perceptions of these truths fail to answer the demands either of a thorough mental training or of this practical and progressive age, which seeks to subordinate all forms of knowledge to the promotion of human welfare in the arts of life. The actual use of apparatus, natural specimens, and all other practicable means of illustration and demonstration, should constitute a leading feature in normal instruction — in the preparation of teachers. The future teacher should himself be trained in the skillful manipulation of these material aids, to the end that he may receive and in due time impart those vivid impressions of truth that invigorate and inspire the mind and lead to useful, efficient effort in the work of instruction. No class of institutions should be more liberally equipped in these respects than our training schools for teachers. If we expect to redeem our common schools from that species of driveling instruction which is now the source of their greatest weakness, we must send them teachers whose souls are aglow with living truths, and who possess the energy and skill to impart them forcibly, and with telling effect.

There is especially needed here, at the present time, a better supply of apparatus for illustration in Physics and Chemistry. A first class air pump, a well constructed electrical machine, and a good galvanic battery are among the most urgent wants. The air pump and electrical machine now on hand are worn out and entirely un-serviceable. They were, in fact, originally too small to endure the

strain required for actual service. Such apparatus should be large enough to admit of great strength and efficient use. With a moderate and carefully considered expenditure each year, the collection of apparatus could be greatly increased within a brief period without any serious draft on the resources of the school.

GRADUATING CLASSES.

Two classes, one from each of the prescribed courses, were graduated at the close of the year in June. The names of the members of each are hereto appended. All are engaged in teaching, with one or two exceptions. There is good reason to believe that their services will prove to be eminently satisfactory.

Senior Class, Graduated June 14, 1877.

Ada R. Cooke,	Lizzie Wooster,
Flora A. Raymond,	Alvin J. Blakey,
Celia A. Salisbury,	Ferdinand B. Hawes,
Mary E. Taylor,	Rollin Salisbury.

Elementary Class, Received Certificates June 13, 1877.

Hattie M. Dean,	Ida Teed,
Frances Nichols,	Ella M. Moore,
Bessie Skavlem,	William H. Corey,
Louise Townsend,	Vesper Morgan.

CONCLUSION.

The general condition of the school, at the close of the year, was, on the whole, quite satisfactory. The spirit of the students evinced a degree of earnestness, in their work, that is full of promise. The changes in the organization authorized by the board for the ensuing year, will, it is believed, prove to be salutary as indicating that progressive tendency which should ever characterize institutions designed to prepare teachers for the schools of an enterprising and progressive people. The undersigned looks forward to the coming year in the confident expectation that it will be one of the most profitable periods in the history of the institution. In closing this report he desires to tender to the Board of Regents and to its committees his grateful acknowledgements for their cordial support and

generous confidence in the past, and to pledge his best efforts in the future for the success of our mutual labors.

All of which is respectfully submitted.

WM. F. PHELPS, *President.*

OSHKOSH NORMAL SCHOOL.

HON. WILLIAM STARR, *President of Board of Regents of Normal Schools,*

DDAR SIR: The Sixth Annual Report of the Oshkosh Normal School for the year ending Aug. 31, 1877, is herewith submitted.

STATISTICS.

ENROLLMENT BY DEPARTMENTS.

Classes.	Average Age.	Terms Membership.	No. Pupils.
Normal Department—			
Third year	23.3	10.9	10
Second year	21.9	6.98	58
First year	20.	2.25	216
Preparatory	17.8		90
			374
Model Department—			
Grammar grade			86
Intermediate grade			46
Primary grade			48
Twice counted			
Entire enrollment			554

NORMAL DEPARTMENT—ENROLLMENT BY TERMS.

Terms.	Registered.	Average Membership.	Average Daily Attendance.
Fall—			
Gentlemen	108	82.	79.6
Ladies	154	130.6	125.5
Total	262	212.6	205.1
Winter—			
Gentlemen	81	79.9	77.6
Ladies	136	132.	125.7
Total	217	211.9	203.3
Spring—			
Gentlemen	130	123.7	121.3
Ladies	113	111.8	108.3
Total	243	235.5	229.6

Of the 374 enrolled in the Normal Department, 186 had previous experience in teaching; 88 taught within the year subsequent to enrollment, 152 are teaching at present, 139 are members of the school.

It is probable that others are engaged in teaching who have not yet notified me.

EXAMINATION FOR ADMISSION.

	Ex- amined.	Ad- mitted.
Gentlemen	111	92
Ladies	145	104
Total	256	196

GRADE OF APPLICANTS.

Number obtaining an average above 70 per cent.....74
 Number obtaining an average above 60 per cent. and below 70...72
 Number obtaining an average above 50 per cent. and below 60...51
 Number obtaining an average above 40 per cent. and below 50...29

The two highest grades were classed as "first year" and "first year *trial*," respectively, and received free tuition; the last two grades as "preparatory" and "preparatory on trial," and paid tuition until passed to first year work. Those classed as "preparatory trial" were often mature in age but, lacking proper training, had little scholarly attainment.

While the culture of applicants is certainly better from year to year, the great scarcity of good preparatory schools in this part of the state makes it necessary that many should leave home for a good rudimentary instruction. This necessity renders it desirable that those intending to fit for teaching should be permitted to make preparation in connection with the normal school. The highest class of the grammar grade of the model department is therefore devoted to sub-preparatory work. But the demand is so great that, even with enlarged facilities in that department, the preparatory class of the normal department is still necessary. So long as it is wholly self-supporting, it seems advisable to continue this training to the extent of our facilities, until local schools shall, by gradual improvement, naturally take its work to themselves.

The indications are that superintendents of schools are exercising more caution in recommending those who fail to secure third grade certificates in their own counties, to the Normal School.

It is very natural, and perhaps, wise to retain the best teachers of the county in the work where good teachers are rare; but normal schools can never do what they might to permeate the profession with trained *leaders* until the very best material is urged to seek training for the work. The forlorn hope that a normal course may enable some untrained "failures" to change defeat into moderate success is not wholly unfounded; but we, as a profession, have no right to rest content with filling our ranks with mediocrity, however well disciplined it may be. One able mind, infused with a true spirit and having well trained powers, will do more to kindle a like spirit, and aid in inculcating correct use of method in the minds of the young teachers of a county than ten persons of inferior talent who, by training, are enabled to conduct a school fairly, but in whom nothing germinates.

To superintendents and conductors of institutes we look for an appreciation of and response to this request. It is only just to all to say that many normal students are of the former class; but the

argument will hold until the large majority of those making application for admission to normal schools are "picked men;" until competitive examinations are held in each county to determine who, of all, are worthy to receive the training which the state offers.

MORAL CHARACTER.

Although the organic law, under which the normal schools exist, is even more explicit regarding the rejection of every applicant who "is not a person of good moral character," or who shall not appear to possess the traits of an apt or good teacher, than it is in case he may lack intellectual culture; the carrying out of the purposes of the law is attended with difficulties to which your earnest attention is directed.

The superintendents are supplied with blank "nominations" in which "good moral character" is made a part of the printer's duty, and to which most officers subscribe; sometimes with hesitation, as is evident from private letters or subsequent conversations with some superintendents regarding their nominees. Yet no officer has nominated to this school a person so depraved that he could not have obtained abundant vouchers to place him within the pale of "good moral character" as widely interpreted under its different aspects.

When character is vouched for by the superintendent, it is *prima facie* evidence that the candidate is worthy of membership in a normal school, and, so far as character is concerned, to engage in the moral training of our children.

It is no dishonor to the hundreds of noble men and women in training for a work demanding the highest and most irreproachable character, to say that this lax interpretation of good morals often compels them to be associated, for a time, with persons most unworthy of our calling, both in habits and instincts.

Moral character, sufficiently "good" to warrant it worthy of exerting a molding influence upon young children, our future rulers, must not include slaves to appetites confessedly injurious or degrading, cannot permit its possessors to indulge in profanity, nor shelter any one beneath its mantle, whose word is not as good as a bond.

These grosser qualities can be appreciated by all, and, if certified as "good," indicate the widest difference of opinion regarding morality.

Until the seal of official disapproval, based upon careful investigation, is systematically placed upon gross traits, it would be useless to speak of that high sense of honor which deems every duty an obligation dear as life, and realizes that integrity in every thought, word and deed, can no more than fill the measure of responsibility resting upon the teacher.

As a beginning in the great work of awakening the teachers to an understanding that moral character has land marks, if not metes and bounds, permit me to suggest that the blanks furnished superintendents should contain no printed statement of "good moral character," but a foot note of suggestion to that officer, specifying the wishes of the board upon this point.

COURSE OF STUDY.

There having been no change in the course of study during the year, the usual "outline" is omitted.

The conviction of former years that too great a variety of branches is attempted to be taught within the first two years' work, or elementary course, has been greatly strengthened in the experience of the faculty during the past year.

Not more than one-tenth of those admitted to the "first-year" class can thoroughly prepare more than *three* class exercises each day, together with the general exercises, without detriment to health and violence to mental laws. If class work in a normal school is to differ in any worthy sense from ordinary academic training, it must consist not alone in the student's ready reception of thought or his power to trace effect to cause and deduce conclusions, but in his careful reflection upon the best manner of presenting the results of study to his class-mates.

This "best manner" must be something more than the mere choosing language sufficiently accurate to be understood by attentive equals who, like himself, have first carefully investigated the same subject. The preparation for class must involve the effort to so present the subject that language and manner shall *impress* as well as express the thought. To acquire this power is indispensable with the teacher, yet it demands no less time and thought than the initial acquisition of the subject matter.

Convinced that this essential feature of normal work is, in a great measure, thwarted by the absorption of the entire energies of stu-

dents in the acquiring of knowledge through too varied a range of branches, I would solicit the careful attention of the regents to the necessity of a simplification of the curriculum of the normal department.

MODEL DEPARTMENT.

When the student has become habituated to presenting his knowledge clearly in class, with such frequent origination of apt illustrations that this work no longer taxes him to the utmost, he is to be tested regarding his power to stimulate others to inquiry and earnest application. This is attempted in his work as "practice teacher" through one year of satisfactory teaching before he is permitted to graduate. The fact that the charge of a class does not involve all the detail of school management, and is, therefore, so far, an incomplete test of the person's ability, is known to none more fully than to those in charge of practice teachers. A very important compensation must not be overlooked, namely, that of constant and critical supervision of the students' teaching, with daily and specific inquiry regarding his plan of work for the subsequent lesson (so much closer both in suggestion and inquiry than is possible even in the best supervision of graded schools).

In no other part of the course is the student brought in such intimate relation with that most difficult part of the school problem, child nature. All his resources of capacity and attainment must be brought to bear at this point, either in the conduct of his work, in sustaining his plans under the criticisms of his supervisor, or in the critical comparison of views in the "practice teachers' meetings."

During the year, between 60 and 70 students, chiefly of the second and third year classes, received from eight to twenty weeks of this training.

Whatever lectures upon the art of teaching or work in the class may have done to induce the student to turn from habits of introspection to an examination of methods of reaching other minds, it demands that this practical, face-to-face responsibility be laid upon him before the student will gain that control of appliances and his own powers, which is indispensable in teaching. Every student who has been trained in this work, esteems it a privilege of the highest value.

SCHOOL APPLIANCES.

During the year, a commodious enlargement of the building was made, which leaves little more to be desired in facilitating the needful work of the school in, all its phases. Notwithstanding the increased room, it was promptly occupied by those awaiting its opening, and to-day, a list of fifty applicants for admission to the different grades, stands ready to take the first vacancies.

INSTRUCTORS.

The corps of teachers was changed during the year by the employment of a teacher of the primary grade, in place of Miss Noyes, and of a teacher of drawing, in place of Miss Taylor. In other respects no changes were made; and the faculty was organized as follows:

NORMAL DEPARTMENT.

GEO. S. ALBEE, President,
School Management, Mental and Political Science.

ROBERT GRAHAM,
Reading, Music, and Conductor of Institutes.

WILLIAM A. KELLERMAN,
Natural Science.

MORTIMER T. PARK,
Book-keeping and Callisthenics.

ANNA W. MOODY,
History, Civil Government and Rhetoric.

MARY H. LADD,
Math. matrics.

HELEN E. BATEMAN,
English Language and Composition.

ROSE C. SWART,
Geography, Penmanship and German.

EMILY F. WEBSTER,
Latin and Assistant Mathematic.

Special Teacher.

AMELIA E. BANNING,
Drawing.

MODEL DEPARTMENT.

MORTIMER T. PARK, Director.

MARIA S. HILL,
Critic Grammar Grade.FRANCES E. ALBEE,
Critic Intermediate Grade.IRENE E. GILBERT,
Critic Primary Grade.*Special Teacher.*ANNA S. CLARK,
Vocal Music.

GROWTH OF SCHOOL.

The need of a sufficient number of students to permit a reasonably close classification of the diversely trained candidates seeking admission to a normal school, often leads us to estimate the growth of a school by its increase in the number enrolled. But this is not necessarily an index of the real growth of a school, however desirable it may be. While the years have brought continually increasing numbers to the school, there has been an important growth in the intelligent spirit with which candidates enter upon their normal work. This growth, in ready adoption of all means required in the training, has greatly facilitated the progress of our work.

There has been a no less important adaptation of each teacher's method of instruction, to the needs of the student. The improvement on the part of the students is doubtless largely attributable to the wide dissemination of a knowledge regarding the leading principles of the school work, both by the conductor of institutes and former pupils. The growth in work of the faculty is the natural result of the long continuance of nearly the entire corps in their respective departments, combined with the most untiring devotion to the work which suffers none to rest content with past attainments, yet holds fast to the good until the new is proved better. Moreover, those elements of progress contained in encouragements and strictures of thoughtful men of the state, both in and out of the profession, have conspired, we trust, to prevent the undue development of those eccentricities which seem to naturally take life in persons devoted to special work, and obliged to shut out something of the world in the concentration of effort.

With a continuance of the generous support of the Board of Regents, and the ready suggestions of diverse views to provoke re-examination of accepted theories, and stimulate to higher aims, we hope to be of greater service to the schools of Wisconsin than the pioneer growth of the school has been able to accomplish.

Most respectfully yours,

G. S. ALBEE.

OSHKOSH, Wis., *December 27, 1877.*

RIVER FALLS NORMAL SCHOOL.

HON. WILLIAM STARR,

President Board Regents, Normal Schools,

DEAR SIR: — The work of this school during the past year has been that of development of the conditions of organization of the previous year. The school represents a creditable amount of growth in the unity of purpose, and in the consequent intensity of present work. The attention of young men and women has been more thoroughly fixed, and patient inquiry has resulted. Some students, however, and some citizens still insist that in order to justify an existence, the normal school must possess power to do much better literary and professional work for teachers in less time than other schools can do the same amount of literary work. The thought makes slow progress that to learn a fact and its relevance to the child's mind, requires special effort and much time. The belief is prevalent that to teach, simply implies, the telling of the isolated facts inventoried upon certificates, in the presence of a child. The hope is general, that reputed exceptional power in the solution of problems, and in the narration of facts, embraces the needful requisites of a teacher. So some students expect to learn more rules for the solution of mathematical problems, and to discover short methods of obtaining results, and the school occasionally receives a student who has formed no purpose, but to attend because others attend.

Many students have surprised the faculty, on application to the school, by evincing some characteristics of the normal student, having been taught by former members of the school. It has been an extremely hopeful index of the future influence and usefulness

of the school, that, at the commencement of the third year, os marked sympathy exists.

The course of study has been developed by the apparent needs of the first two years of work. The published course for the last year is subject to modification as the needs of classes shall warrant.

COURSE OF STUDY OF NORMAL GRADE.

ELEMENTARY COURSE.

First Year.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
READING.....	Reading, Orthoepy, Spelling.	Reading, Orthoepy, Spelling.	Reading, Orthoepy, Spelling.
LANGUAGE	English Grammar.	English Grammar.	Sentent'1 Analysis, Composition.
MATHEMATICS.....	Analysis of Problems.	Analysis of Problems.	Elementary Algebra.
HISTORY.	U. S. History.	U. S. History.	Constitutions.
PHYSICAL SCIENCE ...	Local Geography.	Local Geography.	Botany.
PROFESSIONAL	School Organization.	School Organization.	School Organization.

Second Year.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
READING.....	Analytical Reading.	Select Reading.	Word Analysis, Rules of Spelling.
LANGUAGE	Composition, Rhetoric.	Latin, Essays.	Latin.
MATHEMATICS	Elementary Alg., Accounts.	Plane Geometry.	Science of Arithmetic.
HISTORY.	General History.	General History.	Civil Government.
PHYSICAL SCIENCE.....	Physical Geography.	Physical Geography.	Physiology.
PROFESSIONAL	School Management.	School Management.	School Management.

HIGHER COURSE.

Third Year.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
LANGUAGE	Latin.	Latin.	Latin.
MATHEMATICS.....	Geometry.	Higher Algebra.	Trigonometry.
PHYSICAL SCIENCE...	Physic.	Physic.	Zoology.
PROFESSIONAL	Theory and Practice.	Theory and Practice.	Theory and Practice.

Fourth Year.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
LANGUAGE	Latin.	Latin.	Latin.
PHILOSOPHY	Mental Science.	English Literature.	Theses.
PHYSICAL SCIENCE...	Chemistry.	Astronomy.	Geology.
PROFESSIONAL.....	Theory and Practice.	Theory and Practice.	Theory and Practice.

A class was examined in June by the committee on senior classes, of the regents, and its members are entitled to certification as to the completion of the elementary course. All these students, however, have entered upon the higher course.

The work of the model grades has been prosecuted with satisfactory results. The primary and intermediate grades have been filled to the full limit by children whose homes are chiefly in River Falls.

Three hundred and forty-one different students have attained membership during the year, distributed as follows:

In primary grade	51
In intermediate grade	46
In grammar grade.	60
In preparatory and normal grades	184

Twelve counties were represented in the preparatory and normal grades, and twelve students of these grades resided in other states.

During the year, the attendance of students was seriously interrupted by epidemic disease, though all normal students ultimately recovered health.

The adjustment of the relations of students recently transferred from home associations to new abodes, has been attended by most satisfactory results, through the prudent care of the citizens, who have tendered courteous hospitality.

The visits of Regents and of other intelligent citizens, have aided in the development of the school. The faculty have made a determined effort in the interests of the students.

Respectfully,

W. D. PARKER.

Reports of Examining Committees.

PLATTEVILLE NORMAL SCHOOL.

HON. E. SEARING,

Superintendent of Public Instruction:

The board of visitors invited to examine the normal school at Platteville, beg leave to report, that their task was a very pleasant one. We found the school well housed, in a large, convenient and attractive building, surrounded with ample grounds, and furnished with abundant material for the comfort and efficiency of the school. The general aspect of the school impressed us favorably. There seemed to be perfect harmony between teachers and pupils; there was an eager attentiveness in the scholars which is the most hopeful mental attitude in such an institution; the disciplined movement of the various divisions in passing from room to room, had an easy energy and exactness that indicated a well drilled order; and the *morale* of the school was excellent.

The material of which the pupil-force is composed is, in some respects, a difficult one to mould. An unexpectedly large proportion of it consists of persons somewhat mature in age, but having had very limited preliminary training, so that they have still to struggle with the rudimentary branches of study. This is a fluctuating element, too, many of these persons being in the school but a few months at a time. The crudeness and instability of this material

is a decided drawback to the work which these teachers are well qualified to perform. Yet it gives ample testimony to the great value of the school; for this powerful drawing from farms and mines, of young people whose previous advantages have been limited, shows that it has waked up an appetite for larger knowledge and higher usefulness in southwestern Wisconsin. Many of these tardy beginners, though a little stiff in the joints at first, develop a good deal of strength as they advance through the course, and make capital teachers. Instead of discouraging the attendance of this class of pupils, therefore, we would persuade more of them to come, and to make thorough work in taking the entire course of instruction.

The necessity of training such material in the rudimentary branches makes the preparatory and academic departments of the school a vital necessity. But as this branch of the work nearly supports itself—the pupils who are not doing strictly normal work paying about \$3,000 a year for tuition—it does not divert to itself funds intended for the higher department; while it is itself a constant feeder of the normal department. These well-filled and well-conducted lower rooms also give the young teacher good models of how such schools should be conducted, and afford a field for that “practice work” which is a very important part of the normal training.

The quality of the teaching in all the grades is, for the most part, exceedingly good. In some cases it is so stimulating, incisive and effective that it can hardly be surpassed. Perhaps there may be a more economical adjustment of the labor in some instances, with advantage.

We were much pleased with the success of the musical training. Not only does it contribute much to the pleasure, order, and accurate movement of the school, but it gives to the pupils a personal accomplishment, which will be a lifelong social and domestic blessing. It is to be hoped that this work in the normal school will go far toward increasing the careful musical training of children in all the public schools of the state. The marked success of the work here should be an encouragement to others. The ease and sweetness with which the five-year-olds in the primary room read their notes, illustrated the fact that music is merely a natural language, that any child can learn to read. And the rich, strong harmonies

of the highest room, showed that a few months of skilful work can transform a whole school into a great choir, able to delight themselves and others with their songs.

The administration of the school, mindful of the special object for which it was established, concentrates its work upon the training of teachers for the state. This normal work is thorough, comprehensive and conscientious. Aside from the regular curriculum of studies through which the embryo teacher must pass, a very complete course of lectures is given upon those topics in which he needs information, advice and stimulating suggestion. And each normal scholar is obliged before graduation to take forty weeks of "practice teaching," under the criticism of the professor in charge of this *département*. During the past year there has been an aggregate of 735 weeks of this work. This discipline is of course invaluable to one who is learning the educator's art, and the normal work of this school is worthy of the highest praise.

One or two features of the school appeared to us to be somewhat in need of attention. The physical tone of the school seemed to be low, especially in the winter, when a pallid and non-vital look was observable in many scholars. Now, the best teaching demands a healthy teacher; and the frequent collapses in health among the over worked teachers of the country ought to forewarn those now preparing for the profession to give special attention to the physical basis of the work. The children of the state, too, who will come under the care of these teachers, will be largely affected by their ignorance or knowledge of the best physical conditions of study. We suggest, therefore, that there should be practical instruction given with regard to hygiene and the physiological laws to be observed in the school-room; and also daily drill in such light gymnastics as will both give relief and stimulus to the brain work of the school, and afford a model for physical culture in other schools.

We suggest, also, that more attention might be given with advantage to English composition. There is no art of which the teacher more needs to be master than that of a quick, correct and happy use of his mother tongue. Celerity, accuracy and fullness of thought, and fitness of expression are of the first necessity in his work. There is danger that in the routine of the classroom the mind may gain a readiness in mere mechanical processes of learning,

without gaining a clear grasp of ideas, and facility and precision in expressing the ideas. If it were possible to carry along through the whole course more special practice in English composition, and such rhetorical exercises as would promote the self-possessed utterance of one's thoughts in public, it would develop this much needed ability.

C. H. RICHARDS,
D. H. FLETT,
P. A. ORTON.

OSHKOSH NORMAL SCHOOL

To the Hon. EDWARD, SEABING,
Superintendent of Public Instruction:

SIR: The undersigned committee, appointed to visit the State Normal School located at Oshkosh, have performed the duty assigned them, and would submit the following report of their action:

The first visit was made by the entire committee, in December, 1876; each member subsequently made a visit, devoted to such special points of inquiry as he thought of importance.

We found the buildings and grounds in good order, although the erection of the much-needed addition was going on. This increase of accommodations will obviate the necessity of any further occupancy of the basement, which is inconvenient of access, badly lighted and badly ventilated.

Under all these disadvantages of want of room, and the incessant noise incident to the building of the new wing, the general order was good, and the studiousness and earnestness of the pupils quite noticeable. Promptness and precision seemed to characterize every exercise. At first it appeared to your committee that this promptness of order was secured at too great an expense of time and strength, with a tendency to fall into a mere mechanical routine, particularly in the lower academical classes. It is possible, in this respect, to set the standard too high, with little children, and to demand a perfectness of deportment with difficulty maintained even by older pupils, giving so much time and strength to mere order and drill as to have little of either left for the immediate pursuit of study. But, considering the scope of the school, and

that the primary object of having these elementary classes connected with the school is not for their instruction, but for the discipline of the teachers; and considering that so many teachers fail through inability to maintain order, your committee are rather disposed to commend than criticise this feature. We have known teachers who could keep order but could not teach; but we have known far more who could teach but failed in keeping order.

The instruction was uniformly of a superior order. Every teacher from the accomplished president to the student in the practice school, seemed actuated by a hearty devotion to his calling. Indeed, some of the best work that we saw was being done by recent graduates of the school, which is the best possible proof of the thoroughness and practical value of the discipline there given. An institution of learning can be best judged in its graduates. The instruction seemed especially directed to a thorough mastery of the subject taught, and to accuracy of statement in recitation. If we were to criticise the methods of instruction, we would question the wisdom of laying such uniform stress upon absolute accuracy of statement from pupils in the lower classes. The importance of accuracy cannot be overrated, but perfection in this as in other things cannot be reached at once; we must work gradually up to it. In some instances classes seemed to be worried and fretted by repeated criticism, not of their ideas, but of their methods of statement, and thereby failed to do themselves justice.

In this connection we would notice the model school. A normal school furnishes an outline which each pupil, as he becomes a teacher, must fill up for himself. It ought not to prescribe a system so rigid as to leave no scope for the individuality of the teacher, and yet it ought to prescribe a system of general rules to be specialized by each teacher in his application of them. No teacher is so gifted as not to be benefited by the labor and experience of others, and no teacher is so endowed by nature or experience as to leave nothing for others to learn. We consider the model school as essential to the success of the normal school, by affording the opportunity for the personal application and appropriation of the principles taught; and in this respect the academic department is of hardly less importance.

The first requisite to successful teaching is thorough knowledge—a knowledge that extends beyond the limits of the text-book, and

reaches a general mastery of the subject. The teacher should not exhaust his knowledge by his daily instruction. For instance, to teach arithmetic well, a knowledge of algebra is essential; to teach English grammar well, the general principles of grammar must be understood. As our school system is at present organized, the academic department in our Normal Schools seems to us a necessity in securing this general culture. It is not enough to know the mere routine of the branches taught in our district schools; the teacher should possess culture as well as knowledge. The character of the instruction given in this department also affords a sufficient warrant for its existence. In ordinary high schools, knowledge is the end sought in the instruction — the mastery of the subject; in this department of the Normal Schools, instruction does not stop here, but adds to mastery of the subject, the ability to teach it.

The second requisite to success in teaching is correct method. A teacher who will prove successful must, to a certain extent, devise his own methods, but to a certain extent he must be guided by the experience of others. His own methods must be joined on to the methods approved by experience, and this can only be done by actual practice in teaching. This work was done, and admirably done in the model school — each student having the benefit of extended practice under the guidance of the director, instead of being left to find his way by doubtful experiments when harassed by the manifold perplexities of his first school.

No department of the school impresses us more favorably than this, as to its practical value to the young teacher. Indeed, we think its importance would amply warrant its continuance, even if no tuition fee were demanded of pupils. Without it, the Normal School must confine itself largely to theory; with it, each young teacher tests in his personal experience every theory advanced, and adjusts his own individual methods to the principles he has been taught.

Upon the whole, the school seems, to your committee, ably officered and admirably managed; and we are not sure but our criticisms are due rather to our inexperience than to any defect in the conduct of the school, and where so little is objectionable, we prefer to run no risk in commending, than to unjustly condemn. Such an educational work must be judged with reference to the difficulties to

be overcome, and not from mere theoretical considerations. It must take pupils where it finds them, and carry them as far as it can.

The strict work of a Normal School may, theoretically, be confined to the field of didactics, but practically it must carry the student over the intermediate ground between the knowledge of the common branches and the theory of teaching. We are not sure that anything would be gained were it possible for our Normal Schools to begin their course with greater preparation on the part of their students, for in most instances this would be the substitution of comparatively poor teaching for excellent teaching, and inadequate and superficial preparation for the present thorough instruction; but we do feel that a great advance would be gained, if students could be induced to stay through the strictly professional course, instead of stopping so generally with the completion of the academic course. We have no recommendation to make in this regard, but would suggest that an adjustment of the courses of study with a view of making the advanced course more strictly technical, and the academic course more strictly preparatory, would have a tendency in the right direction.

In conclusion, we would heartily commend to the continued confidence of the people of the state, and to the cordial support of our teachers the Normal School of Oshkosh.

Respectfully submitted,

STEPHEN H. CARPENTER,
WESLEY C. SAWYER,
LYDON W. BRIGGS,

MADISON, August 31, 1877.

Committee.

RIVER FALLS NORMAL SCHOOL.

HON. EDWARD SEARING,

Superintendent of Public Instruction:

Your committee appointed to visit the Normal School at River Falls, for the year ending June 21, 1877, would respectfully report as follows:

They were engaged a number of days at different times, during the winter and spring terms, in the examination of the grounds and the building of this institution, and in a careful inspection of the

work performed by the teachers in their classes. They were received most cordially by the faculty, and every facility was afforded them in making their investigation thorough and complete. Each member of the committee, without being influenced by the others, formed his opinions on all essential points; and in respect to these, the agreement was, in the main, uniform.

THE GROUNDS AND THE BUILDING.

The spacious grounds, which are covered with grass and inclined gently from the building, are kept in a neat and cleanly condition. A larger number of trees, both deciduous and evergreen, should be planted in various parts of the grounds to furnish an ornament and to protect the walks from the severe winter winds of that section. In time, they would also afford a most agreeable shade.

The large edifice, built of reddish brick, has a bare and forbidding aspect as it stands by itself upon the open prairie. It would be relieved, in this respect, by the trees when grown to a considerable height. All the halls and rooms of this building, which are well arranged for the purposes of the school, have received the watchful attention of the president, and no marks on the walls or other injuries by the students were visible anywhere. The numerous cracks in the plastering of nearly all the rooms, caused by the shrinkage of the imperfectly seasoned lumber, are very unpleasant to the eye and should be filled up at once. The recitation rooms and the general assembly room would be greatly improved in appearance if select engravings and paintings were hung upon the walls.

THE DISCIPLINE.

To our minds the most thought has been given to the department of discipline. This was, in every place, most excellent. Promptness in attendance, abstaining from unnecessary communication, close attention, and willing and patient industry were observed in the recitations and the general exercises. The movements of the students in passing from room to room were executed with the readiness and precision of military drill. Still their bearing and their expressions in the classes were not stiff and formal. Even among the pupils of the model department we noticed no chilling restraints. The address of the Normal students to their teachers was deferential, yet free and animated. In their intercourse with each other, we discovered nothing which was not cour-

teous and gentlemanly. We learned that their work at their homes and boarding places in preparing for their recitations, was under the immediate supervision of the faculty.

INSTRUCTION.

The Institution has been unfortunate in a portion of its instructional force. The teacher of the intermediate department had been absent a part of the year on account of illness. The lady in charge of the grammar department left near the beginning of the spring term, apparently broken down in health. The professor who gave instruction in the physical sciences, though a thorough scholar in his department, failed to adapt his teaching to the needs and abilities of his classes, and he resigned during the winter term.

The work in the practice class was conducted in a manner which tended to make the student-teachers familiar with every day work of the school room, and to eradicate false notions and methods in school economy.

The drill in mathematics was very satisfactory. The labor here has been to ground the pupils in the principles, so they may readily grasp the details.

The geography classes were in the hands of a master, and superior results were reached.

The students pursuing the physical sciences ought generally to restudy them.

We were highly satisfied with the work in the reading classes. The method pursued here was a wide departure from the old thought killing style. A special effort has been made by the teacher to induce the student to acquire a taste for general reading. The exercises in orthoepy, though not inferior were not of the highest grade.

The instruction in history did not at first impress the committee as of the best character. It lacked breadth and philosophical treatment. Still the classes seemed deeply interested in the study, and sustained a good examination at the close of the year.

Our observations in the teaching of grammar were favorable. Perhaps, the students depended too much upon their text-books for authority and for the illustration of the rules.

At our last visit, the teacher of the intermediate department had recovered from her illness, and was bringing out very excellent results with her pupils.

We were well pleased with the condition of the primary department. The lady in charge seemed well suited to the position.

During the spring term the grammar department was suspended, and the classes, in part, were placed under the supervision of a new teacher, who was exhibiting superior abilities.

The evident aim of this school in all the instruction is to secure accuracy of knowledge and independence of thought. The processes employed to reach these ends, with the classes of students in attendance, were in some instances too tedious and expensive. To lead young men and young ladies, well advanced in years, and whose habits of thought are well fixed, through the operations of original investigation, to acquire a knowledge of many subjects discussed in our text-books, occupies more time than can be most profitably spent by them, and exercises other faculties than those usually most active in them. For the grade of students found in our Normal Schools, the text-book, with lessons assigned daily, is indispensable, not as a substitute for all the instruction which the teacher should furnish, but to guide and steady the learner in his examination of the topics.

SPECIAL NEEDS.

The institution is in urgent need of cabinets for the classes in geology, mineralogy and botany. It has not yet been supplied with chemical and philosophical apparatus, and only in part with specimens for the classes in natural history. Maps, charts and drawings on various subjects should be obtained for nearly all the rooms.

GENERAL REMARK.

This Normal School has, in the two years of its operation, passed through a peculiar experience. None of its teachers had ever performed Normal School work, previous to entering the institution. Their observation and instruction had been confined largely to the graded schools of our state. They had but little acquaintance with the material which the country schools, in a comparatively newly settled region, furnish. The evidence is conclusive that they have studied most attentively the situation in which they were placed, and striven conscientiously to adapt themselves and their teaching, in good part, to the traits and necessities of their pupils.

As already intimated, the majority of the students who have been admitted, enjoyed, before hand, very limited opportunities for intellectual culture. They entered with no correct habits of study, with imperfect notions of the work to be accomplished in a Normal

School, and with no well defined knowledge of the simplest branches taught.

To create a Normal School out of this material was a gigantic task. To ask any corps of teachers to give us first-class results under such circumstances, is to ask them to perform miracles. It is no wonder that a large majority of the normal pupils seemed to be struggling under a burden beyond their strength. Not one in ten of them, whose defects may appear fairly removed, will, upon leaving the school, have sufficient power to comprehend the breadth and depth of the educational work committed to his hands. Many of them will but assume some of the language and formalities of the Normal School, without having caught its spirit or mastered its true philosophy, and without the ability to adapt themselves fully to unfavorable surroundings. But time and energy will effectually correct these evils.

W. C. WHITFORD,

W. S. JOHNSON,

AMOS WHITING,

Committee.

REPORT OF THE COMMITTEE ON INSTITUTES.

HON WM. STARR, *President Board Normal Regents:*

The undersigned, committee on Institutes, herewith submit to the Board of Regents the statements required by rule of the board, showing their operations during the year closing with this date.

By an examination of these statements, it will be seen that sixty-four institutes were held during the year in fifty-three different counties in the state. From all these, reports have been received, except the counties of Kewaunee and Portage. These reports show that an aggregate of ninety-nine weeks of instruction was given; that they were attended by 1,322 males and 3,228 females; that the whole number attending was 4,551. The counties not reporting, together with one institute held in Pierce county, not reported, would add slightly to these numbers.

The whole amount paid to conductors for services and expenses, is \$5,962.79; the whole amount paid for services of lecturers and their expenses is, \$251.20; the whole amount paid for incidental expenses is, \$42.90; the whole amount paid for printing and blank books is, \$256.34; the whole amount paid for expenses of commit-

tee is, \$92.10; and the whole amount disbursed by the committee is, \$6,607.33. This exceeds the amount appropriated by the board, \$107.33, and your committee recommend a sufficient amount be appropriated to cover this deficiency, and also that of last year, \$592.69, which was not provided for because of the inability of the committee to report at the annual meeting, and the oversight at the semi-annual meeting in February last.

By comparison, it will be seen that the number attending the institutes this year is but 109 less than the number attending last year, and the number of days session is about ten less this year, other expenses about \$485 less, and the number of counties in which institutes were held is just the same this year as last.

It would seem, from this statement and comparison, that the limit of institute work has been nearly or quite reached, both as regards demand for it and ability to efficiently and economically conduct it. It is further evident that it requires now an appropriation of nearly or quite \$5,000 per annum by the Board to meet the expenses, and your committee herewith submit a resolution for that purpose, and recommend its adoption. Your committee have found it entirely impracticable to determine with precision, in advance, the expense of a season's institutes, hence the deficiency which has arisen both last year and the present. Your committee also submit a resolution to provide for the deficiencies, and recommend its adoption.

Following is a classification of the expenditures for institutes during the year, omitting the names of the persons to whom the amounts were paid:

Salaries and expenses of regular conductors, Messrs. Graham, McGregor, Salisbury and Thayer.....	\$3,636 73
Salaries and expenses of other conductors.....	2,326 06
Incidental expenses to county superintendents.....	44 90
Paid for lectures and expenses.....	251 20
Paid for printing and blank books.....	256 34
Paid for expenses of institute committee.....	92 10

Total.. .. \$6,607 33

Amount appropriated by Board of Regents.....	\$4,500 00
Amount of state appropriation.. ..	2,000 00

Total..... \$6,500 00

Following is a tabulated statement showing the number of institutes held during the year, the name of the county where held, the

duration of each, and the number attending each, classified as males and females:

No. Institutes.	NAME OF COUNTY WHERE HELD.	Duration.	NUMBER ATTENDING.		
			Male.	Female.	Total.
1	Adams, joint with Marquette.	2 weeks.	18	93	111
1	Barron	1 "	8	14	22
1	Brown	4 "	24	60	84
1	Buffalo	1 "	12	23	35
1	Calumet	4 "	17	51	68
1	Chippewa	1 "	18	51	69
1	Clark	1 "	10	45	55
1	Columbia	1 "	49	142	191
1	Crawford	2 "	17	33	50
2	Dane, 1st district.....	2 "	77	107	184
2	Dane, 2d district.....	2 "	70	148	218
2	Dodge, 1st district.....	2 "	66	110	176
1	Dodge, 2d district.....	1 "	10	39	49
1	Door	1 "	3	10	13
1	Dunn	1 "	20	38	58
1	Eau Claire.....	1 "	25	64	89
1	Fond du Lac.....	1 "	100	200	300
1	Grant	2 "	25	75	100
1	Green	3 "	34	49	83
1	Green Lake.....	1 "	16	48	64
2	Iowa	2 "	26	107	133
1	Jackson	2 "	8	56	64
2	Jefferson	3 "	48	87	135
2	Juneau	3 "	36	85	121
1	Kenosha.....	2 "	32	51	83
1	Kewaunee	1 "	.....	.....	.....
2	La Fayette.....	3 "	26	93	119
1	La Crosse.....	1 "	27	43	70
1	Manitowoc	2 "	47	28	75
1	Marquette	1 "	9	51	60
1	Marathon.....	1 "	13	37	50
1	Milwaukee	1 "	9	18	27
1	Monroe	1 "	39	95	134
1	Oconto	1 "	3	11	14
2	Pepin, one only reported	2 "	31	60	91
2	Pierce, one only reported.....	2 "	5	21	26
1	Polk	4 "	3	31	34
1	Portage	1 "	.....	.....	.....
1	Racine	2 "	21	51	72
2	Richland	3 "	39	148	187
1	Rock, 2d district.....	1 "	30	61	91
2	Sauk	6 "	42	113	155
1	Shawano	1 "	3	13	16
1	St. Croix	3 "	14	37	51
1	Trempealeau.....	2 "	28	49	77
1	Vernon	2 "	39	79	118
1	Walworth	2 "	23	79	102
1	Washington	3 "	31	51	82
1	Wakesha	1 "	26	79	105
1	Waupaca	4 "	12	89	101
1	Waushara	1 "	17	60	77
1	Winnebago	1 "	12	28	40
1	Wood	1 "	5	17	22
64	53	99 weeks.	1,323	3,228	4,551

Respectfully submitted,

W. H. CHANDLER.

STATE TEACHERS' ASSOCIATION.

SEMI-ANNUAL MEETING.

The Wisconsin Teachers' Association convened in executive session in Madison, December 27, 1877, at 9 o'clock A. M. President M. T. Park in the chair.

Prayer by Rev. J. B. Pradt.

The secretary being absent, Mr. E. H. Sprague was chosen *pro tem*.

The chairman of the committee on Normal Schools, Mr. MacAlister, presented the report of the committee, as follows:

The committee to whom was referred that part of the President's address relating to Normal Schools, beg respectfully to submit the following report:

As the whole question of Normal School education is to be fully discussed by the association at this session, and gentlemen have been appointed to present the arguments of both sides, the committee do not feel called upon to go into any detail on the subject.

The committee would simply recommend that the fullest opportunity be allowed for the discussion, as the best means of arriving at definite conclusions on the subject, and introducing such changes in the organization and administration of the schools as may be deemed necessary or desirable.

Respectfully submitted,

JAMES MAC ALISTER,
A. J. HUTTON,
M. KIRWAN,

Committee.

The report was received, and in view of the absence of several persons who were to have taken part in its discussion, the report on "Geological Survey" was read by Geo. R. Kleeberger, chairman of the committee.

Discussion of the report was opened by Mr. Chandler, and continued briefly by other members of the association.

On motion, the report was received.

On motion of Mr. Chandler, the subject was recommitted to the

same committee, with instructions to memorialize the legislature to make provision for a proper completion of the survey.

It was voted to adopt the suggestion of the committee, regarding a mutual interchange of specimens by the schools of the state.

The association then took a recess of five minutes.

After recess, the president called up the order of business that was passed in the morning — discussion of the report on normal schools. The discussion was opened by Mr. B. M. Reynolds, and continued by Messrs. Phelps, Searing, Bascom, Pradt, Chandler, Miss Stewart, and Mr. MacAlister.

On motion of Superintendent Searing, the whole subject was referred to the same committee, with instructions to report, at some time before the final adjournment of the session, a series of resolutions, embodying what seemed to be the sense of those present, as evinced by the discussion.

After recess, the report of the committee on Teachers' Examinations was presented by Mr. A. F. North, chairman.

Questions were asked by Messrs. Emery, MacAlister, Chandler, Albee and Salisbury, and, on motion of Mr. Albee to adopt the report, quite a discussion was called out, and it was finally voted to lay the report on the table until the evening session.

President Bascom extended an invitation to all members of the Association to visit Science Hall, at 3 o'clock p. m.

Adjourned.

EVENING SESSION.

Voted that the report of the committee on Teachers' Examinations be taken up and again read. Owing to the absence of the secretary *pro tem.*, in whose possession the report was, it was voted to proceed to the consideration of the next subject on the programme — "Is the Teacher's Profession Overstocked?" Mr. Salisbury presented a paper on this subject.

Voted that the report on "Teachers' Examinations" be laid on the table until the next session.

The Association then listened to the reading of the report on "State Educational System," by Supt. Searing. The subject was discussed by the following gentlemen:

Mr. Johnson wished to know why county superintendents should not be appointed for more than three years.

Mr. Walker thought that if the report could be adopted and its provisions put in force, they might prove beneficial, but considered that it would not be feasible so long as the appointing power was vested in a body of men who are elected by political parties.

Mr. Wood cited the case of New York, where county superintendents are appointed, and thought there was no danger to be apprehended from this source.

Mr. Shaw was in favor of some such system as the one proposed. Said that the danger to the common schools was a want of uniformity in the educational interests of the state. Those states having a unification of interests in educational matters have a great advantage over us. The trouble with many of our country schools is that the people are satisfied with them. They need inspiration.

Mr. Pradt thought that the time for a State Board of Education, as suggested in the report, had not yet arrived. Advocated, in the appointment of county superintendents, a medium between election and appointment by a State board, namely, by the college of Township Boards. The Township Board suggested by the report, should consist of more than three members. Did not favor too radical changes.

Mr. Phelps approved the report. Said it was a step in the right direction. The main features of the plan suggested were in force in New Jersey. Gave something of the history of the movement in that state. No state has made such progress in the same time as has New Jersey under a State Board. Massachusetts, Connecticut and some other states are working under a similar organization. No danger of a system thus carried on, becoming a political machine. Such a result had not occurred in the states adopting it.

Mr. Guernsey corrected a statement of Mr. Pradt, in relation to the Pennsylvania system. The township system in that state was first made optional, afterward obligatory. Was well liked. There are six directors in each township, who elect the county superintendent. Thought that \$2,000,000 raised by state tax would be much more useful than the same amount used according to the present plan.

Mr. MacAlister was in favor of making haste slowly. It would be well to discuss the question un it is thoroughly understood.

Great need of the suggested reform. List of defects given in the report, might be much enlarged. No part of our governmental organization is so mismanaged as our schools. This is due to the defects mentioned in the report. Thought that the proposed system would not become a "political machine." Was favor of civil service reform in all departments of government. The schools should take the first step in separating politics from civil service. Referred to the perfection of the Canadian school system. We must approach the question of taxation cautiously. People are not educated in this point. People do not all understand that government is only the means of doing that for them which they cannot so well do for themselves.

Mr. Walker thought his point well taken. That the discussion in the United States Senate, of the proposition to make the supreme court a grand returning board, indicated a danger in the direction indicated in his first remarks.

Mr. Junor expressed himself as in favor of the report.

President Bascom offered the following resolution:

Resolved, That we, the Wisconsin Teachers' Association, do hereby express to the legislature of Wisconsin our desire that a uniform state tax, for the support of the public schools, be imposed, aggregating annually, with the income of the school fund, not less than one-half the cost of the schools, one-half of the proceeds of such tax to be distributed in proportion to the aggregate attendance upon the schools in any locality.

Adopted.

Mr. Chandler had seen nothing to make him believe that such a system would degenerate into a political machine. The district board was not a political machine. No denial of the evils enumerated. Has the proposed system in itself, a promise of remedy for these evils? The fact of the experiment having been successfully made in one state was better than mere argument. People not entirely satisfied with their schools. Reason for cutting down the expenses of schools in many cases, is the small value of the schools. Thought that nine-tenths of the evils attending our common schools could be done away with by the adoption of the township system.

Mr. Delaney was opposed to any system of appointive power. Thought the power to create a state board might be as safely entrusted with the people as with the governor.

Mr. Rockwood spoke in favor of the adoption of the proposed plan.

Mr. Salisbury proposed and moved the adoption of the following resolution:

Resolved, That the report now before us from the committee on a state system of education be hereby adopted, as expressing, in its general plan, the sense of this association.

The resolution was adopted.

Association adjourned to 9 o'clock Thursday morning.

THURSDAY, Dec. 28 — MORNING SESSION.

Rev. J. B. Pradt opened the session with prayer.

Mr. MacAlister, chairman of the committee on Normal Schools, asked to be relieved from making any further report. Committee was discharged without further consideration of the subject.

Mr. Graham then presented the following resolutions, which were adopted:

WHEREAS, An unforeseen combination of circumstances prevented the committee on resolutions from making a report at close of session in July, therefore the committee respectfully ask the privilege of presenting the following report at this session, and move its adoption:

Resolved, That we hereby express our appreciation of the courtesy extended to us by the press of the state, in giving notice of this meeting, and to the city dailies of Milwaukee for special reports; to the hotels and the various lines of railroads and steamboats, which have given us reduced rates of entertainment and fare.

Resolved, That our hearts *feel*, more than words can express, our obligations to the able corps of Milwaukee teachers, who arranged so admirably, and carried out so perfectly and munificently their plans for our comfort, pleasure and profit; to Prof. Geo. Brosius and his class, for the exhibition of school gymnastics; to Prof. Priem and the children for their admirable concert; to the officers and band of the National Soldiers' Home for their hospitable entertainment; to the Hon. Alexander Mitchell, who so kindly invited the association to his beautiful residence and grounds, and especially to Hon. Joshua Stark, President of Milwaukee School Board, and Supt. MacAlister, the prime movers and managers of this most successful Centennial convention.

Resolved, That we, particularly this Centennial year, make mention of our appreciation of "Educational Reminiscences," of Wisconsin, by Hon. J. L. Pickard, of Chicago, whom we have long delighted to honor as one of the pioneers of this state.

Resolved, That we hereby extend our thanks to Hon. J. B. Angell, LL. D., President of the Michigan University, and Rev. G. E. Gordon, of Milwaukee, for their highly instructive lectures.

Respectfully submitted,

ROBERT GRAHAM,

W. D. PARKER,

M. KIRWAN,

Committee.

The report of the committee on the "Function of the High School," was read by Albert Hardy, chairman, and the report was accepted.

N. C. Twining presented the report of the committee on "Course of Study for Mixed and Graded Schools."

Mr. Shaw followed with a paper upon the "Relation of the University to the High School."

The report of the committee on "Course of Study for Mixed and Graded Schools," together with further consideration of the whole subject, was referred to a committee composed of Messrs. Robert Graham, Samuel Shaw and W. B. Minaghan, to report at the next annual session of the association.

After a recess of five minutes, Supt. Searing made some remarks concerning the possible discontinuance of the *Wisconsin Journal of Education*, and, on his motion, a committee of five was appointed to take into consideration the subject of educational journals, to report at the evening meeting.

Fifteen minutes were then devoted to the discussion of certain questions growing out of the report of the committee on "Course of Study for Mixed and Graded Schools," said questions relating to the courses of instruction in the University.

Dr. Bascom thought it would be wise to continue for some time the preparatory course of the University, having in view its entire removal at some subsequent time. When removed, it should not be removed piece-meal, but altogether at once. Thought it best to have Greek taught in all the high schools of the state, in cities of 8,000 inhabitants. It will pay to have Greek taught to two or three students, if no larger classes can be organized. When Greek is so taught in these high schools, the preparatory department of the University can be done away with.

Mr. Chandler thought there might be a substitution of other studies for Greek in the high schools.

Mr. Wood stated that in Oshkosh the school board refused to allow classes to be organized unless there were five persons desirous of entering such classes. This action throws Greek out of their high school.

Prof. Emerson said that in Beloit they meet the difficulty by having a philosophical course in which Greek is commenced in the Freshman year.

Owing to the absence of the chairman of the committee on "Classification and Grading," no report was offered, the chairman having the report in his possession.

Pres. Albee, chairman of the committee on "Oral and Text Book Instruction, and Rhetorical Exercises," stated that the subject had been divided, he taking the subject of "Oral and Text Book Instruction," and W. H. Beach the subject of "Rhetorical Exercises."

The Association then listened to the report of Pres. Albee. The report was accepted and additional time granted the committee to further consider the subject.

W. H. Beach then presented a suggestive paper on Rhetorical Exercises.

The President announced the committee on "Educational Journals" as Messrs. Wood, Albee, Reynolds, Lunn and Chandler.

Report of committee on "Higher Education and the University" was called for. In the absence of the chairman of the committee, President Whitford, Mr. North stated that it had been decided to present two reports, the one embodying his views on the subject, and the other, the views of Pres. Whitford.

Pres. Whitford was not able to be present, and his report was not at hand. The other report was then presented by Mr. North. He approved of the voluntary system of support of higher education for the following reasons: 1st. Because the work is not a proper function of the state. 2d. Because the state is incompetent to do this work. 3d. Because a state system is unjust and injurious. 4th. Because pecuniary aid by taxation is unnecessary. 5th. Because the voluntary principle is the more economical, and more likely to secure permanent, zealous, self-sacrificing laborers. 6th. Because state establishments for the higher education, like state religion, breed in the faculty and students contempt for those of equal rank in learning, but less distinguished by material resources, hinder private effort, stifle enthusiasm, and have a tendency to pro-

duce formalism and pedantry, instead of devotion and intellectual life.

Mr. North moved a resolution in favor of the paper read, which was lost by the adjournment of the association.

EVENING SESSION.

Mr. O. R. Smith, in accordance with his time-honored custom, introduced the following resolutions:

Resolved, That the State Teachers' Association of Wisconsin hereby reaffirms its belief in the pressing necessity of a school for the special training of the feeble-minded children of the state.

Resolved, That we most respectfully request the legislature of the state to thoroughly investigate the whole subject and take such action as will at an early date provide such a school.

After some sharp sparring it was moved and carried to postpone further consideration of the subject until next July.

Mr. Phelps offered the following resolution, which was adopted:

Resolved, That the President of this Association be, and he hereby is, requested to extend a cordial invitation to the officers and members of the Michigan Teachers' Association to meet with the Wisconsin Association at its meeting at Green Bay, on the 17th, 18th and 19th of July next.

The committee to whom was referred the subject of "Educational Journals," reported, recommending the continuance and efficient support of the *Wisconsin Journal of Education*. Report adopted.

Mr. Emery, in behalf of the committee on "Early Withdrawal of Pupils from School," presented their report, which was then discussed.

O. R. Smith discouraged making an attempt at legislation to compel attendance, further than it might be effected by a good truant law. Laws would not make parents sensible. Many of the parents do not understand their relations to the public schools. Think they can keep their children out of school at any time without affecting the children or the school. No way to stop it but to keep the children out entirely. Poor schools, bad grading, and ambition of parents, to have their children enter upon some business, fruitful causes of early withdrawal of pupils from public schools.

Mr. Wood stated that in Oshkosh they lessened the evil by having semi-annual examinations for promotions, thus enabling them to classify pupils more frequently and justly, than in the case where promotions are made yearly.

Mr. Salisbury said that in Whitewater a special class was organized for those who could not readily enter any of the established grades. The evil was greater in the country schools than in the village and city schools, due largely to the imperfect way in which work is done in country schools, constantly repeating and never advancing.

Mr. Albee thought that teachers were remiss in their efforts to keep children in school. They should impress their pupils and the parents with the proper idea of the true purpose of an education. Suggested that diplomas should be awarded in the common schools at the close of the prescribed course, as certificates of fitness for citizenship.

Mr. Chandler thought that a prescribed course of study, with a diploma granted as evidence of having finished it, would be an incentive to continued attendance.

Mr. North suggested that the qualifications prescribed for entrance to township high schools offered an opportunity for the application of the plan proposed.

Mr. Rockwood asked if those teachers who succeed best are those who grade their work so as to give their pupils something new, and not oblige them to go over the work already done.

Mr. Chandler said, in answer to Mr. Rockwood, that two classes of teachers succeeded. Those who take up fresh work, and those who infuse new life into the work already imperfectly done.

Mr. Lunn said that too much of the teaching was done as if the sole end in view was to make teachers.

Mr. Pradt said that there was a great need for teachers possessed of versatility and originality, who do not necessarily do their work according to some prescribed way.

Mr. Phelps stated that two things were essential. First, a good course of study, and second, the work of that course well carried out. The *how* was much more important than the *what*. Some limit should be set upon the amount of work attempted in the country schools.

Voted to refer the subject to a committee composed of Messrs. Albee, Phelps and Chandler.

Committee on "Scientific Institute" through Mr. Shaw, Mr. MacAlister being absent, presented a report which was adopted and the committee continued to carry out the recommendations of the report.

No further business being before the Association, President Park was instructed to convey, as the unanimous sense of the members present, their cordial thanks to the publishers of the *State Journal*, the *Patriot*, and the *Democrat*, for their excellent reports of the proceedings; to the railroad companies, hotels of Madison, and the state officers for courtesies extended.

The Association then adjourned *sine die*.

M. T. PARK, *President*.

L. D. HARVEY, *Secretary*.

ANNUAL MEETING.

The Twenty-Fifth Annual Meeting of the Wisconsin State Teachers' Association was held in Turners' Hall, at Green Bay, commencing Tuesday evening, July 17, 1877, President Park in the chair.

The exercises were opened with music — a piano solo — by Miss Schuette.

Mr. L. B. Sale, on behalf of the mayor and citizens of Green Bay, welcomed the members of the Association to the city.

President Park, on behalf of the members of the Association, returned thanks for the welcome extended, and invited the citizens of Green Bay to attend the meetings of the Association.

The Misses Le Clair sang the trio — "Those Distant Chimes." An *encore* called them again to the front and a second selection was rendered.

President Park introduced to the Association Rev. H. M. Simmons, of Kenosha, who delivered a lecture on "Man's Place in the Universe."

Mr. Briggs, of Green Bay, in behalf of Messrs. Elmore and Kelly, invited the members of the Association to participate in a steamboat excursion up the Bay, on the afternoon of the 18th, on which occasion the propeller Canisteo would be placed at the service of the Association.

It was voted to accept the invitation, and to request President Park to convey to the gentlemen making the offer the acknowledgments of the Association.

Messrs. Earthman, Miller and Thomas were appointed a committee on enrollment.

In the absence of the treasurer, Mr. Salisbury was appointed treasurer *pro tem*.

Association adjourned until 9 A. M. July 18.

TUESDAY, July 18, 9 A. M.

Association called to order by President Park, and the exercises opened with the singing of "America" by the association, led by a chorus from the Green Bay High School, followed by prayer by the Rev. Mr. Brown, of Green Bay, and the hymn, "Hold the Fort."

The annual address of the President was then read.

The following named gentlemen were appointed a committee on Distribution of President's Address: W. D. Parker, E. B. Wood and J. T. Lunn.

A recess of ten minutes was then taken, for the purpose of making an enrollment of the members.

The president announced the following committees:

Finance—C. F. Viebahn, J. P. Brainerd, S. F. Beede.

Resolutions—W. C. Whitford, S. S. Rockwood, Miss M. Hosford.

Mr. Salisbury read a paper on the History of the Wisconsin Teachers' Association.

Miss Hattie Clark, of the La Crosse High School, read a paper on "Daily Preparation of the Teacher."

The committee on Distribution of President's address then presented the following report:

Your committee to whom was referred the President's address for distribution of topics, have had the address under consideration and respectfully report as follows:

The topic, *Principals' Association*, to be referred to A. J. Hutton, C. F. Viebahn, W. H. Beach.

Supervision, to W. H. Chandler, Agnes Hosford, H. M. Simmons.

Teachers' Institutes, to Robert Graham, Hosea Barnes, F. W. Isham.

Exhibitory Department, to O. S. Wescott, Sarah Stewart, W. A. Kellerman.

Music, to L. W. Briggs, Hattie Clark, P. R. Barnes.

Drawing, to D. McGregor, Ellen C. Jones, Samuel Beede.

Text-Books, to A. Earthman, Alex. Kerr, G. S. Albee.

W. D. PARKER,

E. B. WOOD,

J. T. LUNN,

Committee.

A. A. Miller, of Waukesha, read a paper on "Promotions in Graded Schools."

Association adjourned until 8 P. M.

TUESDAY EVENING, July 18.

Association called to order at 8 o'clock, by President Park.

Robert Graham read the report of the committee on "Course of Study for Mixed Schools," as follows:

The committee to whom was referred the subject of Course of Study for Mixed Schools, ask leave to report as follows:

1. That the most precious thing on earth is the child.
2. That this child will become a good or bad citizen, and that the quality will largely depend on his education.
3. That the education of this child by the state is only justifiable on the ground of state preservation.
4. Whatever will make this child a better citizen should be a matter of solicitude on the part of the state.
5. The common district schools furnish the education of probably nineteen-twentieths of the citizens of this commonwealth.
6. The state superintendent, county superintendents, principals of normal schools, institute conductors and school boards are directly responsible for the condition of the above named schools.
7. Children do not attend the common schools for an average period of more than six years, of five months each year — thirty months of school education; one and one-fourth years.
8. What then is to be done for these children ought to be carefully and definitely mapped out.
9. No teacher should be engaged in one of said schools, who is not thoroughly conversant with the plan and object of said work.
10. Paragraphs 7 and 8 point directly to a course of study definitely outlined, which each of the factors directly concerned, named in paragraph 6, should have a voice in determining.
11. It will not be considered of avail to all or either of the parties named in paragraph 6, that they have individually or collectively found fault with existing evils in the common schools, it being their duty either to remedy such evils or vacate their positions, as determined by civil service reform.
12. Because this committee has not proposed a *proper* course of study, is by

no means owing to the fact that they have not distinct thought upon the subject, but because it would be considered, and justly so, a usurpation of the prerogatives inhering to the parties mentioned in paragraph 6.

Therefore your committee recommend that this subject be recommitted to a committee representing the parties named in paragraph 6, with the state superintendent as chairman, who shall prepare a report, to be presented at the December meeting; hoping thereby to secure a report looking to an effective reorganization of the common school work, supplemented by such legislation as may be necessary.

In behalf of the committee,

ROBERT GRAHAM,
Chairman.

On motion of W. D. Parker, it was voted to adopt the recommendations of the report.

The audience listened to a solo — “The Day is Done” — by Miss Ruth Ellis.

An *encore* brought the lady again to the rostrum.

Dr. Walter Kempster, superintendent of the Hospital for the Insane at Oshkosh, delivered a lecture on “Mental Discipline.”

Association adjourned to 9 A. M. July 19.

WEDNESDAY MORNING, July 19, 1877.

Association called to order by Pres. Park.

Exercises opened by singing “God Speed the Right,” led by a choir from the Green Bay High School, followed by prayer by Rev. Dr. Henschel, and the hymn “Only an Armor Bearer.”

Pres. Phelps offered the following resolutions which were adopted:

WHEREAS, The National Bureau of Education has become an invaluable and indispensable agency for the collection and dissemination of information touching every department of the school work of our country as well as of all other civilized nations;

WHEREAS, The progress of Education among us preëminently depends upon the diffusion of such information, as the fruits of the ripest experience of the race in this direction; therefore,

Resolved, That we believe it to be the duty of the national government in every rightful way to afford the Bureau that material and moral support so essential to the performance of its important functions.

Resolved, That a certified copy of this preamble and resolutions be transmitted to the Senators and Representatives in Congress from this state at its ensuing session, signed by the President and Secretary of this Association.

Mr. MacAlister made the following statements regarding the

family of Mr. Pomeroy, formerly superintendent of schools in Milwaukee, now deceased:

Mrs. Pomeroy had maintained herself and family by teaching until now failing eyesight and health rendered it impossible for her longer to continue in the work. She was known to many as the writer of a number of beautiful poems, and at the suggestion of friends, had gathered up these efforts of past years, and had now in press a volume containing them. It was proposed to place this work on the market at \$2 per volume, and it was hoped that members of the Association would avail themselves of the opportunity which would be offered them of showing their appreciation of one so long identified with the educational interests of the state, and of aiding a worthy woman, while at the same time they would secure for themselves a valuable book.

Miss Stewart, of Milwaukee, Miss Agnes Hosford, of Eau Claire, and A. J. Cheney, were appointed a committee to solicit subscriptions.

Miss Ellen C. Jones, of Sheboygan, read a paper on "The Relation of Teacher and Parent."

A recess of five minutes was then taken.

Mr. Hailman addressed the Association on the subject of "Kindergarten Culture." He did not propose Kindergarten culture as a panacea for all educational ills. It is the first step in the culture necessary for living. The first step in complete living is complete living. It is necessary at all times to train children in complete living.

Kindergarten culture is called for in our educational system. The first experiment, in connection with public schools, which has been successful in the west, has been at St. Louis. Within three years from the establishment of the first one at St. Louis there were nearly thirty in operation there.

One danger in the way is too rapid growth. There are two sides to the work, the outside and inside; one is mechanical; the other has for its object the development of the capacities and individual propensities of the child. No great amount of ability required to teach the "outside part." Ability of a high order necessary in the individual taking charge of the "inside" work. A girl of fourteen or sixteen years has not the requisite experience and breadth of thought to fit her for this work. In St. Louis only the very best

teachers are employed. They are better paid than teachers in the primary schools.

Kindergartens interest parents in the work done. They teach complete living, not by theory but practically. True teaching shows itself in the association of the children with their parents and with other children; it shows itself in the life of the child. Bad teaching shows itself likewise. Individuality begets individuality. When the machine tendency of the schools is grafted on the kindergarten, the kindergarten will be a failure.

Many favor the teaching of the three R's only; say "we must secure a taste for reading;" but how are we to secure a taste for reading those things which the child does not understand?

Much work in school is done by the child simply because it *must* be done, and of which it does not know the value. The kindergarten may provide a way which will guard us against these dangers.

In kindergarten work, everything that is done is adapted to the capacities of the children; in higher schools it is not done.

Conservatism on the part of the people is the principal difficulty in establishing kindergartens. They will doubtless cost a trifle more than primary schools. In St. Louis, where the conditions have been remarkably favorable, the cost is less, being from \$10 to \$12 per child annually.

Kindergarten training is the first step in mind training, and therefore ought to be taken up by the public schools. Many think that poor teachers will do for primary pupils. The kindergarten will help to destroy this feeling.

An opportunity was given for discussion of papers read during the forenoon.

Pres. Phelps thought that the early stages in educational work were the most important, and that therefore there was the greatest necessity for good work in primary instruction. Children are often injured in their early years. Character is formed very largely in children before they reach the age of eight or ten.

Expressed himself as favoring the adoption of kindergarten training in the public schools of the state, and thought it would be well to have a kindergarten connected with one of the Normal schools.

Mr. Mac Alister expressed his belief that there is no part of our educational work of more importance than the formation of kinder

gartens. Normal schools should take up the matter. The trouble in the establishment of kindergartens in Milwaukee is more often with the teacher than with the people. Is it not possible to put the best things in the kindergartens into the primary schools?

Mr. Searing favored the system as a part of our state system of education. Wished that it might soon be tried in at least one of our Normal schools.

Mr. Chandler stated that it is a question as to whether the Normal Regents, have the legal authority to establish these kindergartens in connection with the Normal schools. When a large number of the leading educators of the state demand these kindergartens the way will be made clear for their incorporation into the Normal schools.

On motion it was voted to continue the discussion of kindergarten culture at 2:30, p. m.

Pres. Phelps introduced the following resolution, which was adopted:

Resolved, That in making up the programmes for the future annual meetings of this association, the president and executive committee be and they are hereby instructed to provide for the presentation of papers, the reading of which shall not exceed one hour in duration, and that ample provision be made for the discussion of said papers and lectures immediately subsequent to their presentation or delivery.

Resolved, That in making engagements with the authors of papers and lectures it shall be the duty of the officers aforesaid to communicate to them the purport of the foregoing resolution.

The report of the committee on nominations was then called for, but the report was not ready.

Moved and carried that the Association proceed to an informal ballot for president.

Pres. W. C. Whitford nominated Mr. Albert Salisbury, of White-water, and Mr. A. J. Hutton nominated James MacAlister, of Milwaukee.

The Association then proceeded to an informal ballot which resulted in 71 votes for James MacAlister, 28 for Albert Salisbury, and 1 scattering.

On motion of Pres. Whitford, it was voted to proceed to a formal ballot for President and that the Secretary be instructed to cast the ballot of the association for James MacAlister. The ballot was

cast as directed and James MacAlister was declared elected president of the Wisconsin Teachers' Association for the ensuing year.

The committee on nominations then presented the following report:

Your committee, appointed to nominate officers for the ensuing year, respectfully submit the following report:

For Vice-Presidents—W. H. Chandler, Sun Prairie; Miss Agnes Hosford, Eau Claire; I. N. Stewart, Berlin.

For Secretary—A. Earthman, River Falls.

For Treasurer—J. T. Lunn, Ironton.

For Executive Committee—M. T. Park, Chairman, Oshkosh; A. Salisbury, Whitewater; Alex. Kerr, Madison; D. H. Flett, Kenosha; W. H. Beach, Beloit.

J. Q. EMERY,
T. P. MARYATT,
T. F. FRAWLEY,
Miss E. E. KELLEY,
Miss I. M. GORDON,

Committee.

On motion, it was voted to proceed to formal ballot for the remaining officers of the Association, and that the Secretary be instructed to cast the ballot of the Association for the persons nominated for the respective offices by the committee on nominations. The ballot was so cast and the persons declared elected as reported by the committee.

Association adjourned until 2:30 P. M.

THURSDAY AFTERNOON, July 19.

Association called to order at 2:45 P. M. Pres. Park in the chair.

In accordance with the recommendation of the committee on "Course of Study for mixed Schools" the president announced the following committee to report at the December meeting:

Hon. E. Searing, G. S. Albee, W. H. Chandler, D. McGregor and J. T. Lunn.

Miss Agnes Hosford, of Eau Claire, read a paper, subject: "A Woman's Experience as Superintendent of Schools."

The report of the committee on "The Education Needed for the Citizen" was then read by G. S. Albee.

The report was accepted.

After a recess of ten minutes the discussion of the subject of "Kindergarten Culture" was again taken up.

Mr. Hailman opened the discussion in answer to some questions asked during the discussion in the forenoon. The speaker stated that the best results were not yet reached in Milwaukee. Too many children in charge of one teacher, one cause of failure. Two English Kindergartens have been established in Milwaukee. Measures are being taken to put them on a more permanent basis, with better accommodations. Some of the teachers in the public schools of Milwaukee are taking advantage of the instruction given in the training school for kindergarteners, established by Mr. Hailman.

Superintendent Harris, of St. Louis, states that in the primary grade 25 per cent. less time is needed to finish the work by those who have had kindergarten training than by those who have not. Similar reports from Belleville, Ill., Indianapolis and other places. In addition to the time saved, there is an increase in accuracy and clearness of thought and expression. It is the practice to introduce children into the kindergarten at from three to four years of age.

In answer to the question by Superintendent Searing, Mr. Hailman stated that the kindergartens established in St. Louis are not aristocratic affairs. They are public affairs connected with the public schools and taught in public school-rooms. The extremes of society, the very poor and the very rich, pay but little attention to kindergartens.

Mr. Mac Alister asked whether these extremes of society do not need the training of the kindergarten more than the other classes. Does not the kindergarten take the children too much out of the parents' influence? Should not the parent be retained as a factor in the state?

Mr. Hailman stated that the kindergarten does not take children more than three hours a day; it does not usurp the functions of the parent, but does what the parents can not do. It brings the children into connection with other children.

President Phelps thought that the training of the kindergarten would enable the child to so utilize his forces that he can, when at home, make the best use of his opportunities. The influence of the teacher acts not only on the children, but through them on the parents, and on the community.

President Albee said that parents are led to attend the kindergartens with their children. They see something there which they can understand, and they carry back to their homes something which will be of value. The association of children in the kindergarten supplies a want for society, and prevents the evil results that often follow the unknown associations formed by children, when from their own homes. We should prepare ourselves to understand this question, and to discuss it wisely.

Mr. Lunn doubted the practicability of establishing kindergartens in the country. The population is scattered. Asked whether it was done in Germany under similar conditions. Mr. Hailman replied that the conditions in Germany were not such as to make it a fair standard for us. In Austria, five or six families unite to make kindergartens for themselves, employing a teacher, or delegating the work to one of the mothers, each relieving the others.

After some further discussion, it was moved and carried that a committee of three be appointed to report at the winter meeting on the subject of Kindergarten Culture.

Association adjourned.

THURSDAY EVENING, July 19.

Exercises of the evening opened with a solo, "The Maid of Dundee," by Mr. North. In response to an imperative *encore*, another selection was rendered.

The report of the committee on Principals' Association was read by Mr. Hutton, as follows and accepted:

Your committee on Principals' Association respectfully report as follows:

There are now before the friends of education many questions of exceeding importance, relating to the true function of the higher departments of our graded schools. These questions are pressing upon our attention, and demanding our most earnest thought.

So long as these questions remain unsettled there is a place and a work for the principals' association, and this organization, recently revived, deserves our heartiest support.

A. J. HUTTON,
C. F. VIEBAHN,
W. H. BEACH,

Committee.

The report of the committee on Music in Public Schools was then read, as follows, by L. W. Briggs, chairman, and accepted:

It is only a few years ago that to teach music in a public school would have been as much of an innovation as the introduction of the study of Physiology.

Now, thanks to our State Normal Schools, elementary music finds a place in the daily programme of school exercises, not only in the High School, but down through all the grades to the Primary; not only in a city school, but out through all the country schools, so that from the little school houses that dot our broad prairies and nestle in our forests, there goes up each morning and evening a grand chorus, sung not only with the heart, but also with the understanding.

Of the direct advantages of this systematic drill in music we have no need to speak. Indirectly, this drill teaches a school to do things on time and in time; it is a rest for the brain, and a wholesome activity for the body; it is a means of culture and refinement; it does more to fit boys and girls for a reasonable enjoyment of social life, than does the whole range of mathematics.

Therefore, in the opinion of your committee, music ought to be taught as systematically, as intelligently, and as earnestly as any of the so called common branches.

L. W. BRIGGS,
H. E. CLARK,
P. R. BARNES.

Committee.

The committee on "Drawing" requested further time to prepare their report, which was granted.

The committee on "State Tax" also requested further time to prepare their report, which was granted.

The report of committee on "Teachers' Institutes," was made by Robert Graham, chairman. It was voted that the further consideration of this report be deferred until the winter session. The report was as follows:

The objects of Teachers' Institutes seem to be—

I. (a) To show, by the aid of qualified teachers, what experience proves to be most useful in recitation.

(b) To show the beginners what ought to be taught.

II. (a) To present the best methods for conducting recitations.

(b) To present proper guides for general school management.

(c) To stimulate teachers to a better preparation for their work, and laudable efforts to excel therein.

As a means to the ends here named, so much of matter in the elementary branches of study as shall keep the Institute steady and busy out of the hours of session, should be assigned for special preparation.

We are convinced that no other expenditure by the state produces results so quickly, so far reaching, and so permanent for good as that devoted to institutes; that these institutes furnish the only means of reaching the great

body of teachers; and that they are direct feeders to the normal schools, and effective stimulants to more extended culture.

Hence, we fully believe in, and heartily recommend, a thorough prosecution of the work, adding to rather than subtracting from its present efficiency.

R. GRAHAM,
H. BARNES,
FRED. W. ISHAM,
Committee.

The report of Committee on Uniformity of Text-Books, was read by Mr. Earthman. as follows:

Your committee to whom was referred that portion of the President's address which relates to text-books, beg leave to report:

In view of the fact that the attention of the people of this state has been called to matters pertaining to the purchase and manufacture of text-books, and that a general desire has been expressed by educational men throughout the state to have this Association put itself on record as approving or disapproving the policy of securing a state uniformity of text-books by having such books published by the state, or by parties within the state, acting under state authority; we, the teachers of the state of Wisconsin, in convention assembled, do hereby declare it our firm conviction:

1. That a state uniformity of text-books is undesirable, and calculated to work harm to a majority of our best schools.

2. That we consider present legislation sufficient to insure to every school district in the state the best text books published, at reasonable rates; and that we recommend to district officers throughout the state that they avail themselves, to the fullest extent, of the law relating to the purchase of text-books by and in the name of the school district.

3. That we hereby express our approbation of State Superintendent Searling's endeavors to prevent the proposed legislation on the text book question during the last session of the legislature.

Respectfully submitted,

A. EARTHMAN,
ALEX. KERR,
G. S. ALBEE,
Committee.

After some discussion, in which the third article of the report was strongly endorsed by leading members of the Association, the report was adopted.

On motion of Mr. Phelps, it was voted that in case of any attempt at text-book legislation at the next session of the legislature, these resolutions be transmitted to that body in a communication signed by the president and secretary of the Association.

The Association was entertained with music furnished by the French cornet band of the place.

Report of committee on Finance was then read and adopted, as follows:

Your committee on Finance respectfully report that they have examined the treasurer's account with accompanying vouchers, and find the same correct.

It was found that the receipts during the year were.....	\$196 25
The expenditures.....	78 83
Leaving a balance on hand of.....	<u>\$117 43</u>

C. F. VIEBAHN,

S. F. BEEDE,

Committee.

The report of committee on "Resolutions" was then read by Mr. Rockwood, as follows, and adopted:

WHEREAS, The present meeting of the Association has been from first to last, especially pleasurable and profitable, and has been given this character by the courtesies and labors of many different parties, we desire to express our acknowledgments and appreciation of the same in some manner not altogether insufficient, therefore

Resolved, That we tender the Hon. Mayor and President of the School Board of the city of Green Bay, C. E. Crane, M. D., our sincere thanks for his hearty sympathy and staunch support in all matters pertaining to our comfort, pleasure and profit while here.

Resolved, That we extend to the Hon., the School Board of the city, our manifold thanks for the generous provision made for our meeting in this beautiful and entirely comfortable hall.

Resolved, That we thus publicly acknowledge our great obligation to Superintendent J. D. Williams and Principal L. W. Briggs, for their untiring zeal in our behalf before and since our arrival, and bespeak for them many happy years of successful labor in the great educational fields.

Resolved, That the young ladies of the High School and the Misses Le-Claire and Schuette are entitled to a full share in this distribution of acknowledgments, for the charming and artistic music they have so lavishly furnished, under the leadership of their Principal, and also that Miss Ellis and Mr. Geo. L. North for their fine solos, and the Cornet Band for their unexpected addition to the pleasure of the evening, are alike heartily remembered.

Resolved, That we are especially obligated to the Hons. D. M. Kelly and A. E. Elmore for the exceedingly generous gift of a half-days' use of the beautiful and commodious propeller *Canisteo*, for an excursion down the Bay, which we all declared to have been one of the most delightful and wholly satisfactory pleasure trips in the annals of the Association.

Resolved, That we hereby acknowledge the great pleasure and profit received from the lectures of the Rev. H. M. Simmons, of Kenosha, and Dr.

Walter Kempster, Superintendent of the Northern Hospital for the Insane, at Oshkosh, and proffer to them our profound gratitude.

Resolved, That we return to the Green Bay *Advocate*, the *State Gazette*, and the *Globe*, our warmest thanks for their generous reports of the sessions, and to the press of the state generally, our appreciation of their gratuitous advertising and notices.

Resolved, That, in view of the time and the tides in our affairs, we are peculiarly grateful to the following railroad companies for their old time favor of reduced fares, viz.: the Sheboygan and Fond du Lac, Wisconsin Valley, Green Bay and Minnesota, Western Union, West Wisconsin, Milwaukee, Lake Shore and Western, Chicago and Northwestern, Mineral Point, and Wisconsin Central; and, finally,

Resolved, That we are under many obligations to the entire body of officers of this Association for their energy, courtesy and efficient management of our interests. May they live long and prosper.

All of which is respectfully submitted.

W. C. WHITFORD,
MARGARET HOSFORD,
S. S. ROCKWOOD,

Committee.

Moved and carried that a committee of three be appointed to attend to the matter of publishing the History of the Association. Messrs. Earthman, Pradt and Hutton were appointed such committee.

The President announced as committee on Kindergarten Culture, to report at winter meeting, Pres. Phelps, Supt. MacAlister and Pres. Albee.

Senator Howe was present and made some remarks to the members of the Association.

After music by the band, the Association adjourned *sine die*.

L. D. HARVEY, *Secretary*.

M. T. PARK, *President*.

PRINCIPALS' MEETING.

The convention of City Superintendents and Principals of High Schools, met in the Senate Chamber at 4 p. m., December 28. Convention called to order by Superintendent Shaw, of Madison, when E. B. Wood, of Oshkosh, was called to the chair, and E. R. Smith, of Burlington, chosen secretary.

Superintendent Shaw then stated the causes that made such an organization desirable; the principal being, that subjects of paramount interest to high school men could not receive sufficient attention in the general association. He suggested that the "Relation of the High School to the University" be discussed, and called upon Professor Kerr to give his views.

Professor Kerr gave the requirements for admission to the University, and a few suggestions as to what the high schools should attempt. Should be glad to see the preparatory department abolished. Considers Greek the great obstacle in the way of preparation at the high schools. Greek is taught in Madison, La Crosse and Sparta by extra teachers at slight expense. Recommends the formation of literary clubs in towns and villages, for the purpose of reading "Bryant's Iliad" and similar works, to cultivate a taste for classical learning. Would much prefer that graded and high schools should do the preparatory work. Would be willing to allow credit for equivalent studies in which applicants are well prepared. All students coming to the University will meet with every encouragement, but no young man will be advised to attempt impossibilities.

Pres. Bascom next took the floor. He desires to dispense with the Preparatory Department on account of the High Schools themselves. Also for the benefit of the student. The discipline and drill of the High School quite necessary. Such discipline and drill not obtainable at the university. Preparatory students require such drill. University students do not.

I. N. Stewart, of Grand Rapids, is of the opinion that the High Schools should teach German, Latin and Greek.

Prof. Carpenter takes the ground that Greek should not be required for admission to the University. Would begin Greek in first year of the course. High School boards would not be warranted in using funds to teach Greek to the one or the two pupils who may desire it. The High School makes excellent preparation in German and Latin. Prof. C. gave many reasons why *all* the preparatory work should be done by High Schools. To secure this, the University course ought to be sufficiently modified to allow it.

J. Q. Emery, of Ft. Atkinson, does not believe that the High Schools can do the required work in Greek. It would detract from

the legitimate work nor would the people pay for it. They feel that they can not afford to.

Pres. Bascom does not think it desirable to begin Greek in the first University year. If not begun until then it must continue through the four years to the exclusion of other important studies. If Greek be not required, it would soon be dropped from all High Schools, much to their detriment. He believes that the High Schools should foster the taste and love for Greek.

Prof. Maryatt, of Kenosha, states that Greek has been dropped from their course, but that in mathematics and the sciences they give two years more than required for admission, and he considers it a hardship that their students cannot receive full credit for such preparation.

O. R. Smith, of Sparta, believes that where good high schools exist, a little tact on the part of the teacher will create a taste for Latin and Greek. He began by giving recitations in Latin and Greek after school and evenings, but soon had no difficulty in putting such classes in the regular programme. Such classes have an influence for good in the school. Latin and Greek in his school have raised the standard of the whole school. To throw out Greek would not benefit the high school. If high schools do not teach Greek, private schools will.

Prof. Carpenter considers German just as useful as Greek, both for discipline and literary culture. It introduces the student to the broad parallel current of German literature.

Supt. Searing makes a strong plea for the Greek. The Greek and Latin far superior to the German. The difference is great but indefinable. When he reads Greek, he is a Grecian; when he reads Latin, he is a Roman. German produces no such effect upon him. Many high schools in Michigan, among the best in America, prepare in Greek, and our high schools might and should do the same.

Prof. Wood, heartily agrees with the idea that the study of Greek is beneficial.

O. R. Smith, suggests that teachers can do missionary work in this direction.

Supt. Shaw advocated a permanent organization, and on motion the following were appointed a committee to report a plan of organization at 7 o'clock, p. m.; viz: S. Shaw, O. R. Smith, B. M. Reynolds.

On motion, a committee on the Relation of the High School to the University, was appointed, consisting of Messrs. Maryatt, Beach and Junor, to report at 7 p. m.

Adjourned.

Convention re-assembled at 7 p. m., and Supt. Shaw reported a constitution which was read, and on motion adopted.

Committee on "Relation of High Schools to the University," submitted their report, the wording of which called out remarks from E. R. Smith, D. Kinney, of Darlington, J. Q. Emery, Supt. Shaw, and Prof. Kerr, and after a few changes, it was unanimously adopted, as follows:

Your committee, to whom was referred the question of the Relation of the High School to the University, beg leave to report:

That, in their opinion, there should be such a close connection between the different parts of our educational system, that pupils could advance directly from the common to the high school, and from the latter to the university. We would recommend that a three years course in Latin, and a two years course in Greek, with the other subjects rendered necessary by such addition, be a part of the regular work in all high schools.

T. P. MARYATT,
W. H. BEACH,
D. JUNOR,

Committee.

Proceeded to the election of officers with the following result:

O. R. SMITH, of Sparta, *President.*

E. B. WOOD, of Oshkosh, *Vice President.*

D. JUNOR, of Berlin, *Secretary.*

SAML. SHAW, of Madison, *Treasurer.*

O. R. Smith read the draft of a constitution, which, on motion, was substituted for one previously adopted. On motion, the Secretary was instructed to cast the ballot of the Association for the remaining members of the Executive Committee, as follows: W. H. Beach, Beloit; J. Q. Emery, Fort Atkinson; and I. N. Stewart, Grand Rapids. Those present signed the constitution and paid the membership fee.

The Secretary was instructed to purchase a suitable record book for the Association.

On motion, adjourned.

E. BARTON WOOD, *President.*

E. R. SMITH, *Secretary.*

CONVENTION OF SCHOOL SUPERINTENDENTS.

The annual convention of County and City Superintendents was opened in Senate Chamber, at Madison, December 27, 1876, at 2:30 P. M.

State Supt. Searing took the chair, and Supt. Fred. W. Isham was chosen secretary.

Roll call showed the following named superintendents to be in attendance:

COUNTY SUPERINTENDENTS.

W. B. Minaghan, Calumet.	D. H. Fleet, Kenosha.
Kennedy Scott, Columbia.	S. M. Leete, La Crosse.
A. R. Ames, Dane, 1st dist.	W. A. Walker, Manitowoc.
M. S. Frawley, Dane, 2d dist.	Maggie Comstock, Oconto.
J. T. Flavin, Dodge, 1st dist.	J. W. West, Rock, 1st dist.
A. K. Delaney, Dodge, 2d dist.	J. B. Tracy, Rock, 2d dist.
W. L. O'Connor, Fond du Lac.	J. T. Lunn, Sauk.
G. M. Guernsey, Grant.	F. W. Isham, Walworth.
T. C. Richmond, Green.	John Howitt, Waukesha.
A. Watkins, Iowa.	W. T. Williams, Waushara.
C. J. Collier, Jefferson.	

CITY SUPERINTENDENTS.

J. MacAlister, Milwaukee.	Sam'l Shaw, Madison.
R. W. Burton, Janesville.	Geo. Skewes, Racine.

The first topic brought forward for consideration, was that of "Needed Reforms in County Supervision."

State Supt. Searing was anxious to get the opinion of a considerable number of the superintendents upon several points connected with the subject,— particularly in regard to the time of election, and uniformity of teachers' examinations.

Nearly every superintendent presented his views on the subject, the preponderance of opinion being in favor of changing the time of election to the spring, and the beginning of the term to September. It was believed by a majority that the official term would thereby correspond more fully with other educational work; giving the incoming superintendent the management of the fall examinations, and supervision over two full winter terms, instead of one whole term and two fractional terms. While many believed that

the change would not take the office out of politics to any great extent, it was strongly argued that better men would seek the office, as the risk of losing other opportunities for school-work by becoming a candidate for county superintendent, would not be as great, in the spring, as it would in the fall. Individual opinions have not been recorded in this portion of the minutes from the fact that they coincided largely one with another, and the range of thought was not very extensive.

Adjourned to Thursday, Dec. 28th, 2:30 P. M. .

THURSDAY AFTERNOON.

After some discussion in regard to the great need of more uniformity in the work, in the course of study, &c., the subject of "More Accurate Statistical Reports from School Officers," was taken up.

Supt. Searing. The blanks sent to district clerks and county superintendents should be simpler, clearer and better printed. Teachers should be provided with uniform blanks by the state department, on which to report to the county superintendent, many items now reported by the district clerks. Many items now reported are unnecessary. It is my intention to issue a new set of blanks upon a new plan; also to furnish county superintendents with blank record books, duplicates of which may be forwarded to the state superintendent.

Supt. Shaw. There is a lamentable deficiency in the accuracy of the present statistical reports. They should be simplified. Many items which are of no importance, not worth the trouble to get and publish from the state superintendent's office, cumber the report. Very often clerks compile the report after the teacher has left and are obliged to make some omissions, &c.

Supt. Walker. The report in regard to text-books used is not reliable. The same may be said in regard to such matters as ventilation, and valuation of school property.

Supt. Delaney was thoroughly convinced that the most unsatisfactory and unreliable feature of the report is the financial statement.

Supt. Flett. Superintendents are obliged to stretch their consciences or leave the report incomplete. Many items should be collected during the year by the superintendent himself. He has

organized a County District Officers' Association, to discuss subjects connected with school law, school records, wages, text-books, &c.

Supt. Scott. The teacher should be required by law to finish her register, and leave the record in a shape that will be intelligible to the district clerk.

Supt. Chandler made some remarks, explaining the excellent system of reports in use in the Sun Prairie school district.

Supt. Williams moved that the subject be referred to a committee of three, consisting of the State Superintendent, one City Superintendent and one County Superintendent. The motion was carried, and Supts. Shaw and Minaghan were appointed to act with the State Superintendent upon said committee.

The report of the committee upon "More Effective and Permanent Supervision," was presented by Supt. Watkins, and was as follows:

Your committee having had the subject referred to them under consideration, would respectfully report, that while fully conscious of the need of better results of supervision, the difficulties in the way of its accomplishment, without many radical changes in the present system, are very numerous and very great. Some of the deficiencies complained of are undoubtedly attributable to inefficient administration; but more are justly attributable to the large amount and varied character of the duties imposed upon the County Superintendent, to be discharged in accordance with arbitrary provisions of law. No discretion is allowed to superintendents, in qualifying teachers, to discriminate in favor of experienced and successful teachers; and no authority is vested in them to prescribe courses of study, or methods of development. No power to enforce attendance upon institutes or associations is possessed.

In regard to the matter of changing the time of election to the Spring and the time of commencing the term of office to September 1st, your committee are of the opinion that while it is apparent that some advantages would result, they are not sufficient to warrant an effort to secure the change by legislation; especially in view of the fact that the sentiment of prominent schoolmen seems to be steadily tending in the direction of making strong efforts to secure a State school tax, and a uniform township system, both of which propositions meet our cordial approval, and, in our judgment, would greatly facilitate and simplify the work of county superintendents, and are imperatively demanded in order to secure more intelligent, constant and efficient cooperation by local authorities.

Your committee are further of the opinion that such change in the law as would provide for the election of county superintendents by the town boards created under a township system, and their recognition as state officers, paid

from the state treasury, would also very greatly promote needed reforms in supervision.

W. H. CHANDLER,
ALBERT WATKINS,
Committee.

This report was followed by a minority report, presented by ex-superintendent Chipman, denouncing the township system as it now stands upon the statute books and opposing any change in the election of county superintendents.

Moved and carried that the part of the report which refers to the State School Tax be adopted.

Moved and carried that the portion of the report relating to a Township System be adopted.

Moved and carried that the subject of "A Course of Study for District Schools," be referred to a committee of three. The committee, appointed by the chair, consisted of Superintendents O'Connor, Lunn and Walker.

Moved and carried that an executive committee, to act in conjunction with the State Superintendent in all matters pertaining to the convention, be appointed. The committee, appointed by the chair, consisted of Superintendents Delaney, Collier and Tracy.

Convention adjourned, *sine die*.

FRED. W. ISHAM, *Secretary.*

REPORTS OF
CHARITABLE AND REFORMATORY INSTITUTIONS.

WISCONSIN INDUSTRIAL SCHOOL FOR BOYS, AT WAU-
KESHA.

[From the Managers' Report.]

We have a greater number of inmates than we ever had before. The increase during the past year has been greater than in any other year of our history. This has rendered the employment of additional help necessary, and increased the cost of subsistence. Notwithstanding the addition to our number of between forty and fifty above the preceding year, the current expenses of the institution have been reduced about \$1,800. This will be regarded as substantial evidence of economical management. We believe the school was never in better condition than at present. It has met and promises to continue to meet the expectation of its intelligent and judicious friends. It is now about twenty years since the law establishing this institution was enacted. Those who were sent here in the outset, and still survive, have long since entered into active life with such preparation as they were able to secure here, and together with those who have left the school later, numbering in all more than a thousand, are living testimonials of the generosity and wisdom of the state. A large proportion have done well, and are repaying to the state in the capacity of industrious and orderly citizens, the cost of their education and reformation here. Every county has its jail where criminals are imprisoned before trial and after conviction for crime.

The state has its prison where crime is punished. The object in jail and prison is to render the punishment so severe as to deter the criminal from a repetition of his crime and consequent return to the place of punishment. The objects sought to be attained

here are somewhat different. We design to suppress vice and to prevent the commission of crime. Prevention is better than punishment. This is not a penal institution in any just sense. It is as its name indicates, and the legislature and managers intended it to be, an industrial school. Many of our boys are the children of ignorant and vicious parents who regard the law, its makers and administrators with feelings of hostility, and they cultivate similar feelings in their offspring. It is the work of this school to correct this miseducation of the neglected and destitute boys sent here for reformation. In order to accomplish this successfully, the school must not be, and must not be regarded, as a prison; and while it may not be policy to render it so much more attractive than the homes our boys have left as to encourage parents to induce their sons to commit crimes in order to gain admission here, yet it is necessary as well as humane to indulge a decent regard for the comfort of the boys brought under our control.

The subject of the proper treatment of these boys is surrounded with difficulty. They are not confirmed or hardened criminals who should be made to suffer the hardships, discomforts or humiliations of prison life, and afterwards turned loose again upon society with their old prejudices against law and order hardened into convictions. But they should rather find the Industrial School a place of cheerful industry, where they can acquire such an education as will qualify them for the transaction of ordinary business, and such habits and principles as will fit them for useful members of society. * *

The duties of all connected with the school have, in our judgment, been faithfully performed. The progress made in the educational department can be estimated somewhat from the teachers' report, and entitles all engaged there to favorable mention.

[From the Superintendent's Report.]

It will be seen by referring to table No. 1, that we commenced the year with 318 boys and closed with 364; showing an increase of 46, an *increase* much larger than can well be accommodated in either one of our family buildings, and the whole number at this date is quite as large as can *well* be accommodated when the spacious building now in the process of erection shall be completed. Should the ratio of increase for the present year only equal that of the past, we shall find ourselves with an additional full-sized family

of boys to be lodged in our already crowded dormitories, which cannot be done without great detriment to health and comfort. * *

No change in our rules, and but few changes in the corps of assistants have been made since my connection with the school, but a very satisfactory improvement in the deportment of the pupils is shown by our records. A grade book in which is recorded the irregularities of each boy is kept and posted at the close of each half month, and each boy rises or falls in his grade in accordance with this record. The grades range from first to fifth inclusive; the fifth being the lowest and the first the highest, unless a boy shall continue in it for two successive months; then he is promoted to the grade of honor, where he remains unless his own acts reduce him to some one of the inferior grades, where he may, by good conduct, promote himself again to the highest rank. When I assumed the duties of superintendent, on the 15th of January last, this book shows, that of the 340 boys then here, 97 were in the grade of honor, and 22 were in the fifth or lowest grade; and the same record shows that on the date hereof, 199 of the same boys have reached the grade of honor, while only 4 remain in the lowest grade. And of the 107 committed since the 15th of January to this date, 19 have reached the grade of honor, 60 the first grade, 15 the second, 9 the third, and only 4 remain in the fourth grade, where all new comers are entered, and none have fallen below the starting point; and only one boy has escaped since my present connection with the school. These figures point with emphasis to the fact that my colaborers as well as the inmates have generally been assiduous in their efforts to improve the normal standing of our little community.

The older portion of the boys are usually required to work five hours, and to go to school four hours each day, and are allowed two intermissions of one-half hour each; and the smaller boys are required to attend school the same length of time, but are only required to work four hours, which gives them two intermissions of one hour each. These daily intermissions, together with the last half of each Saturday afternoon, give the boys quite as much time for play as can be made beneficial to them.

TABLE showing the number of inmates received and discharged during the year:

Number in school October 1, 1876.....	818
Number committed during the year.....	134
Number re committed during the year.....	6
Number returned from out on ticket.....	13
Number of returned escapes.....	...
Total.....	471

S. J. M. PUTNAM, Superintendent.

INSTITUTE FOR THE EDUCATION OF THE BLIND AT JANESVILLE.

(From the Superintendent's Report.)

The history of the year just closed is very much like that of the preceding years. Faithful work of teachers, combined with industry and ambition of pupils, has resulted in a good degree of advancement in each department of the institution.

Ninety-one persons, forty-one males and fifty females, have received instruction. Of this number twenty have been admitted since the date of the last report, and ten have closed their connection with the school. Our pupils returned to school after the summer vacation with a commendable degree of promptness, only one of those expected to return, being still absent at this date. Three are detained at home by ill-health. One still considered a member of the school is not expected to be present this term. A few new pupils are expected soon. The number now present is seventy-six.

There have been no material changes in the general plan of instruction. The course pursued here is substantially the same as that of other American institutions for the blind. Classes were taught last term in history, algebra, rhetoric, grammar, arithmetic, geography, reading and spelling. This term there are five classes in spelling, five in reading, four in geography, seven in arithmetic, and one each in grammar, algebra, physiology, and English literature. During one hour of each day, the youngest pupils are taught according to a modification of the kindergarten system. Their improvement, especially in the use of their hands, is manifest, and we hope, with more experience, still better results may be obtained.

The usual attention has been given to music. This term we have

an intermediate, as well as a primary and an advanced choir. We have also two classes in harmony, that meet alternate days. Lessons have been given on the piano, cabinet organ and violin, and also in vocal culture. A new and profitable feature in the musical education has been a series of illustrated lectures on various themes pertaining to the general subject of music, given by Mr. Van Cleve. In the industrial department, the manufacture of corn brooms has been continued. The value of this work consists not only in the knowledge of how to make brooms, but also in the skill acquired in the use of tools, and the habit of industry. Cane-seating has been taught to both boys and girls. Weaving of rag-carpets has been found to afford a comfortable support to blind persons in some sections of the state, even in the present "hard times." A loom has this fall been purchased, in order that this branch of industry may be taught to those of our pupils whose circumstances render it probable that this may be a profitable occupation for them.

Our girls learn to sew, knit-crochet, and do various other kinds of work which may render them helpful members of a family circle. It is our design to introduce every new industry which seems likely to afford our scholars profitable employment, or such manual dexterity as will enable them to do well whatever their hands find to do. With this in view, we expect soon to introduce the knitting machine. We know it is practicable for blind girls to learn to use this skillfully, for it has been done with eminent success in the New York City Institution for the blind. * * *

The great event of the year has been the completion of the main building which replaces the one destroyed by fire in 1874. The institution has now accommodations sufficient for all who may naturally be expected to attend the school for a number of years to come. * * *

More teachers are required than for the same number of pupils in an ordinary school. We aim to give our scholars a substantial English education, believing this a fundamental requisite for accomplishing the purpose for which the institution was established.

The great variety in age, attainments and ability gives us, with our comparatively small number of scholars, about all the grades found in our common schools, from the lowest primary to the upper high school classes. Instruction in nearly all these classes must be given orally; hence, the time devoted to each class must be suffi-

cient, not only for recitation, but also for learning a new lesson. This must be the case until text-books can be furnished cheaply enough to warrant the expense of supplying each pupil with a book, as is the case in schools for seeing children. Until this can be done, learning the lesson from the lips of a skilled teacher must be preferred to any other method. This necessity for guiding each hand over maps and other apparatus renders it impossible to teach large classes, except in a few branches. * * *

It would be impossible for us to make a suitable classification with our present number of teachers, but for the assistance rendered by several of our older pupils. This term, five classes are taught in this way.

In addition to their work in the schoolroom, our teachers must render considerable assistance to the pupils in reading, writing, etc., out of school hours.

Mrs. THOMAS H. TUTTLE,
Superintendent.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, AT DELAVAN.

[From the Principal's Report.]

During the year, one hundred and eighty pupils were registered; the average attendance was one hundred and fifty-five; a number considerable in advance of any previous year. These were arranged in nine classes, or grades, each under the care of a teacher; while a tenth teacher gave instruction wholly by articulation to seven pupils, and in the practice of articulation for a portion of each day, to twenty others, all semi-mutes, with whom it was deemed possible to keep and improve the ability to speak.

The progress of the pupils has been, in the main, satisfactory. The average natural ability is as good as among the same number of children possessing all their senses, and their application and industry are certainly equal, but the difficulties to be overcome are greater.

We may safely suppose the deaf infant equal in all points of natural endowment to the hearing one. It is when the child begins to learn that the disadvantages arising from the closing of the main

avenue to the mind—the ear—are discovered. Could means be devised for completely overcoming these, the deaf youth, experiencing no unusual hindrance in the processes of education, would continue the equal of his hearing brother. Yet, while in our work we lay hold of everything in natural provisions, and in artificial contrivances which will aid us, so far nothing has been found to meet the great want arising from deafness. We do not find that where one sense is lost Nature supplies a full compensation by giving greater acuteness and power to remaining senses. Experience shows that skillful and continuous effort on the part of both teacher and pupil will induce the deficient one to substitute to a certain extent the action of another for that of the lost sense; and to put upon an existing sense more of the functions which are common to two or more senses; but the eye can never in any proper sense be said to hear, nor the ear to see.

The special work of each sense can be performed alone by that sense; and hence where one sense is lost, no skill in adaptation of means, no amount of faithfulness in application, can entirely remove the hindrance. We must recognize the inferiority of our pupils with respect to all that would be received by them through the sense of hearing.

I desire, therefore, that in noticing them, and in estimating their advancement in education, you will keep in mind this great disadvantage under which they labor, and give them and their teachers due credit for any excellence attained. * * *

It appears that there are ten counties containing a population of fifty thousand, from which there were during the year no pupils. It cannot be reasonably supposed that there are no children of suitable age and condition for admission within these counties; nor that there are but two or three in many other large and populous counties.

According to the general statistical tables, the whole number of deaf within the state would be about six hundred, the ratio being about one in every two thousand of population. Probably one-half of these are within the limits of school age—ten to twenty years. Allowing to each the full term prescribed by law, we ought to have at least two hundred and fifty pupils in the institute. But as some do not ask, others would not be benefitted by, and still others, having received some education before becoming deaf, do

not need so long a term, we judge that of the whole number in the state, there ought to be in school to-day two hundred pupils.

I call attention to this condition of things, not for the purpose of entering upon a discussion as to the reasons for it but with the hope of awakening interest, and of securing the co-operation of all who can aid in bringing those who are entitled to them to a ready acceptance of the generous and ample provisions made for them here. * *

INDUSTRIAL DEPARTMENT.

While it is not expected that the labor of the pupils shall be a source of income to the institute, it is very desirable that it should pay the expense of oversight and material necessary; and such is generally the fact. If, however, the industrial department should not prove self sustaining, the fact that any considerable number of pupils leave the institute prepared to make a living is sufficient to justify the outlay.

During the year there were employed in the cabinet shop twelve boys; in the shoe shop, fifteen; in the basket shop, twelve, and the remainder about the buildings and grounds, in work which would otherwise have cost the wages of hired men.

All the girls have received daily instruction in plain and ornamental needle work, and performed the chamber and dining room work for themselves and the boys. They have also assisted, as far as practicable, in the laundry. This work, from its character and variety, cannot be accurately estimated in dollars and cents, and yet it has caused a material saving in expense of hired help, and taught them important lessons in domestic work. During the past year, the amount of house work done by the pupils has been very considerably increased. * * *

Type setting is an occupation in which the deaf have at least equal ability with the hearing; some have thought superior. It is taught in half the institutes in the United States, and can be well introduced here. A comparatively small outlay will be sufficient to meet the want, and I therefore earnestly recommend its introduction.

W. H. DE MOTTE,
Principal.

STATE EXAMINATION OF TEACHERS.

Held at Madison, Wis., August 7th, 1877.

INSTRUCTION TO CANDIDATES.

1. Keep this paper for reference during your examination.
2. (a) Write your
 1. Number,
 2. Name in full,
 3. Postoffice address,} on the card.
- (b) Place the card in the envelope, seal and file the envelope *on the back* with your number *only*.
3. Fill the blank B. and file it as a separate paper under rule 5.
4. In making a paper
 1. Number the pages in succession,
 2. Write on but one side of a sheet,
 3. Number answers in the margin to correspond with questions,
 4. Leave at least one blank line between two answers,
 5. Write so there may be no occasion for doubt as to your meaning,
 6. In mathematics place all work on the paper, using symbols.
5. When a paper is completed
 1. Fold it and place it with the questions in a large envelope,
 2. Seal the envelope and file it with your number and the subject to which it relates.

STATEMENT.

1. My name is ———.
2. I was educated at ———, during the years ———.
3. I have taught ——— months.

4. I taught in

Mixed Schools at

—, during the year 18—.

—, during the year 18—.

Graded Schools,

Primary Department at

—, during the year 187—.

—, during the year 18—.

Intermediate Department at

—, during the year 18—.

—, during the year 18—.

Grammar Department at

—, during the year 18—.

—, during the year 18—.

High School at

—, during the year 18—.

—, during the year 18—.

5. I can — teach the elements of vocal music.

6. I do — play on (name instrument).

7. I can — teach Gymnastics.

8. I have been an active member of Teachers' Institutes in —
counties.

9. I hold — grade certificate from — —.

10. For testimonials of professional success, I refer to — —.

11. For testimonials of moral character, I refer to — —.

ARITHMETIC.

1. Given four units of the fifth order on a scale of nine, and seven units of the fourth order on a scale of eight: required their difference expressed on a scale of six.

2. Divide $4\frac{2}{3}$ by $7\frac{1}{2}$. (Do not "analyze," but state the mathematical principle for each operation.)

3. Kerosene is bought at 40 cents a gallon: 10 per cent. of it is wasted: at what price must it be offered so that price may be discounted 10 per cent., and the kerosene be sold so 10 per cent. is made on the investment?

4. Explain a method of finding the greatest common divisor and the least common multiple of fractions.

5. Make a commercial bill in due form, receipted, folded, and filed, involving three items.

6. A and B get 30 Troy ounces of silver for doing a work in 30 hours,—B doing such part of the work as that he could do $.00\frac{1}{4}$ of the whole work in .21 hours: how many dollars does A receive for doing his share of work, if \$6.00 silver weighs $1\frac{1}{2}$ ounces Avoirdupois?

7. What rate of discount is equivalent to 10 per cent. interest for one year without grace?

8. When I pay brokerage at the rate of $\frac{1}{2}$ per cent. of all money actually handled for me, I make \$1188.50 by buying stock at 7 per cent. discount through a broker, and selling it through a broker at 6 per cent. discount, what is the par value of the stock purchased?

9. Discuss the economic bearing of the United States Rule for settlement when installments have been paid on interest-bearing notes.

10. Discuss the economic antecedents of circuitous exchange.

ORTHOGRAPHY AND ORTHOEPEY.

• (All work must conform to Webster's Dictionary.)

1. Define Orthoepey and Orthography, and state how the two are related. Define Syllable.

2. Add the suffix *ed* to the words, *apply*, *money*, *confer* and *differ*, and give the rules which govern the spelling of the derivative in each case.

3. Add the suffix *able* or *ible*, as the case may require, to the words, *reduce*, *service*, *agree* and *refer*, and give the rule, or law of exception, which applies in each case.

4. Capitalize properly the words, *tuesday*, *christian*, *Democrats*, *winter* and *indian*, and give the proper rule for each case.

5. State the exact difference between Vocals, Sub-vocals and Aspirates. How many sounds have we in each class?

6. Define Diphthong. Represent by the proper characters all the diphthongs of our language, with an analysis of each into its elements.

7. Show, by the exact means employed in Webster's Dictionary, the pronunciation of the words, *Calliope*, *obligatory*, *enervate*, *ex-*

emplary, combative, Danish, harass, forgery, subsidence and donkey.

8. State the rules, or principles, which govern the sound of italicized letters in the words, *starry, virulent, Niger* and *fugue*.

9. Give all the rules governing the sounds of vowels in unaccented syllables ending in consonants.

10. Write out an orthoepical analysis, according to any method which you know or can devise of the word *contradictoriness*.

ENGLISH GRAMMAR AND ANALYSIS.

(Select any eight questions.)

1. Define the terms Subject and Predicate, and give the Parts of Speech that may compose each.

2. Classify Sentences according to Structure, and define each class.

3. Analyze: "I have heard that the papers report him to have been killed."

4. Parse each word in the preceding Sentence.

5. Analyze: "*There are men who deny the correctness of the Free Trade policy.*"

6. Parse the italicised words.

7. Analyze: "He will come *to see you* as soon as he has finished *what he has agreed to do.*"

8. Parse the italicised words.

9. Analyze: "I heard *the General tell the Captain to tell the soldiers the news.*"

10. Parse the italicised words.

READING.

1. State fully the ends which are to be attained in the teaching of Reading.

2. Outline a recitation in in the Second Reader as you would conduct it. How would you vary this plan for a class in the Third Reader.

3. Enumerate at least six of the most serious and prevalent faults in the reading of pupils, as usually taught.

4. State, in detail, the remedies employed by yourself in the correction of each of the faults you have named.
5. Justify the use or disuse of a Fifth Reader in common and grammar schools.
7. In what particulars must the teaching of prose reading differ from that of poetry?
7. Define Inflection. What is meant by a "slide" of the voice? What are the uses of inflection?
- 8, 9 & 10. Read aloud and analyze a paragraph to be assigned by the examiner.

ALGEBRA.

1. What is the proper place for Algebra in a philosophic course of study? State reasons for your opinion.
2. I can row A miles an hour in still water: I take twice as long to row 1 mile against the current as to row 1 mile with the current: what is the velocity of the current?
3. At what times between 12 and 2 o'clock is the minute hand as far from the I mark as the hour hand is from the XII mark?
4. A carriage running from Madison to Oshkosh met with an accident diminishing its speed to $1/N$ th of its former speed, and thereby arrived A hours late: if the accident had occurred B miles nearer Oshkosh, the carriage would have been C hours late: find the original velocity of the carriage.
5. Find the value of x in $\frac{1}{(a+x)^{-\frac{1}{2}}} + \frac{1}{(a-x)^{-\frac{1}{2}}} = \frac{12a(a+x)^{-\frac{1}{2}}}{5}$
State mathematical principles involved in operations.
6. Find the cube root of 474552, giving reasons for operations.
7. By formulation find the sum of the compound amounts of three annual life-insurance premiums of A dollars each at $.00B$ interest.
8. Demonstrate that if four quantities are in proportion they will be in proportion by composition.
9. By formulæ insert two means in the arithmetic series having 12 for the second term and 23 for the fifth term, and find the sum of seven terms; explain the derivation of formulæ employed.
10. State your method of conducting recitations in Algebra, and the reasons for your procedure.

CIVIL GOVERNMENT.

1. State clearly the nature and objects of a constitution.
2. What powers and rights are reserved to the general government by the U. S. constitution?
3. Point out the especial defects of the present method of electing a president of the United States.
4. How are the presiding officers of the two houses of congress chosen?
5. Outline the present organization of the United States judiciary system — names and number of courts, number of judges, etc.
6. State the full tenor of the 14th and 15th amendments to the United States constitution.
7. State in detail the process by which an alien may become a United States citizen.
8. By what authority is the right of suffrage conferred, and what are the conditions of its exercise in this state?
9. Discuss the legislative department of Wisconsin under the heads of (a) Membership, (b) Apportionment.
10. What is a county? Outline the system of county government which prevails in Wisconsin.

GEOGRAPHY.

1. Outline a scheme of geography with the needs of the child in view.
2. State the reasons for the order of your scheme in geography.
3. Show the relevance of geography to man's social condition.
4. Specify the lands of man's health and strength.
5. State the causes of the annual cycle of seasons.
6. State the leading features of land configuration and topography.
7. State the causes of the distribution of population of the United States.
8. Specify the leading means of material wealth and of physical health of the inhabitants of Wisconsin.
9. Specify by name the countries extending west around the globe, which have dense population. Assign causes for such aggregation of population.

10. Name twenty large cities of the earth with special causes which have massed people at each of those points.

U. S. HISTORY.

1. Give some account of all the various Spanish explorations in what is now the United States, during the 16th century.

2. Give some account of the principal events in the colonial history of Massachusetts.

3. What changes took place in the map of North America, between 1750 and 1820? State fully.

4. Discuss the "French Alliance" with reference to its origin and its results to the colonies.

5. Recount the public career and services of Alexander Hamilton.

6. Give a brief statement of the objects, results, etc., of each of the Colonial Congresses up to 1789.

7. Give an account of what is known as the Hartford Convention.

8. State the causes and results of the Mexican War.

9. Give a full history of the so-called Alabama Claims.

10. Wisconsin; time, place, etc., of (a) the first mission, (b) the first permanent settlement, (c) the first meeting of the legislature.

ENGLISH LITERATURE.

1. What foreign influences have permanently modified the English Language, and in what respect have they thus modified it?

2. Give the leading writers of the age of Chaucer, their Works and Characteristics.

3. To what Influences must the lack of Literature during the next century after Chaucer be attributed?

4. Give an outline of the development of the Drama.

5. What were the characteristics of the New Drama (after the Restoration), and mention the leading writers.

6. What brilliant circle of authors formed the Augustan age of English Literature in the reign of Queen Anne, and what are the best works of each?

7. Who composed the "Lake School of Poets," and what are the characteristics of the school?

8. Give the development of the Novel, and the leading English Novelists.

9. Give three leading English Historians, the works of each, and the style of each.

10. Give the five English Poets that you would place highest, and the masterpieces of each.

PENMANSHIP.

1. State the leading characteristics of any system with which you are acquainted, naming the system.

2. Describe closely the two positions for writing which you think best for pupils.

3. Name and describe the various movements, and state the special use of each.

4. Make and describe all the principles, or elements employed in your system.

5. Classify the small letters.

6. Analyze each of the letters contained in the word *earth*.

7. Make and analyze the capital letters E, J, T and W.

8. How would you teach penmanship in a primary department? State fully.

9 and 10. Write five or more lines as a specimen of your best hand-writing.

GEOMETRY.

1. What is the measurement of an angle?

2. Demonstrate the sum of the interior angles of a polygon of A sides.

3. State the objections to demonstrations based on superposition.

4. State the essential difficulty in exactness in squaring the circle.

5. Support your opinion of the importance of the study of Geometry. Specify the relation of accurate figures, memorized theorems and demonstrations, in attaining the end you have in view in the study of Geometry.

6. Support your views of the importance of mathematics; its place in a course of study; and one serious obstacle to the end sought in mathematics.

7. Demonstrate the equivalency of the sum of the interior angles on one side of a secant which cuts two parallels.

8. What is the magnitude of an angle in a half circle?

MENTAL PHILOSOPHY.

1. Define Mental Philosophy in its relation to Metaphysics and to the Natural Sciences.
2. What is a Mental Faculty?
3. What do you understand by Consciousness?
4. Give an analysis of the process of Sense-perception.
5. Define Imagination and state its function.
6. Give an analysis of the process of Generalization.
7. What is the function of the Intuitive Conceptions in Reasoning?
8. Classify the Sensibilities, defining each class.
9. Define the Will in its relation to the other Faculties.
10. How is Motive related to Freedom of the Will?

PHYSICS.

1. Outline the aerial, terrestrial and oceanic circulation of water from ocean to ocean again, specifying the forces which help and which retard the circulation.
2. State the physical reasons for the method of establishment of a standard of weights.
3. Show the relative velocity of a boat to the velocity of the propelling wind, and the direction of the boat to the propelling wind.
4. State the philosophy of the movement of liquid through a siphon.
5. State the conservation of forces in freezing ice-cream by means of salt and ice.
6. What must be the edge of a cubic vessel made from one cubic foot of gold whose specific gravity is 19.5, to float one-half its bulk above the surface of mercury, whose specific gravity 13.5?
7. State the direction and velocity during successive seconds of a ball projected vertically upward in a vacuum, with an initial velocity of 208 feet a second.
8. By induction establish the laws of refraction of light; by deductions from those laws show the causes of the rainbow.
9. Show the operations of three machines involving the principle of equilibrium fluids.

10. Discuss the relative weights of a body at the equator and the pole.

PHYSIOLOGY.

1. Give an outline of the mechanism of the human body.
2. State the physiology of the respiratory organs.
3. State the hygiene of the external protecting organs.
4. Classify the more important foods in their influences upon the human body.
5. State the relevance of knowledge of the anatomy of the organs of sense to intelligent training of the senses.
6. State the anatomy and physiology of the vocal organs in varied speech—using figures if desirable.
7. Define cavity, cell, tissue, organ, capillary, cerebrum, pain, disease, medicine, dislocation.
8. What has experience shown are the best processes for resuscitating a person apparently drowned? In a fit? Faint? Stunned by a blow?
9. State the relevance of health to food, to exercise, and to sleep.
10. Of what practical value is your knowledge of the human body to your pupil? Justify your answer.

THEORY AND ART OF TEACHING.

1. Are public schools vitally relevant to the perpetuity of this republic? Verify your answer.
 2. Tabulate the school system of Wisconsin.
 3. Show something of the ratio of influence of the public school to the influences of all other forces combined, in the enlightenment of the average pupil.
 4. State primary objects of a school, and therefore the duty of (a) the teacher, (b) the pupil, (c) the parent.
 5. State three fundamental facts which direct the method of organizing a school.
 6. Justify a graded school on a basis of benefit of an individual pupil.
- State the objects of a recitation in—*
7. Reading.
 8. Mathematics.

9. State conclusive evidence that a pupil comprehends a fact or an operation.

10. What in internal or external management has resulted most unfavorably to the school in your experience?

POLITICAL ECONOMY.

1. What Elements determine Value, and what determine Price?

2. Give the general principles that regulate Exchange.

3. Define Production, and give the advantages of Division and Labor.

4. Give the Arguments for Free Trade.

5. Give the Arguments for Protection.

6. What Determines the Rate of Wages, the Rent of Land, and the Interest on Money?

7. How are Capital and Labor related, and what is the effect of Strikes upon the Capitalists and the Laborer?

8. What is Money? What is its Function, and how is Currency related to Money?

9. What is a Bank, and how does a Bank of Issue affect Prices?

10. What Principles of Political Economy are involved in the Granger Movement?

CHEMISTRY.

1. What is chemistry?

2. Define atom, molecule, element, atomic weight, molecular weight?

3. What is a compound radical? Give examples.

4. Into what two classes are elements usually divided; and what is the basis of this division? Into which class would you put arsenic? Why?

5. State the law of definite proportions, and the law of multiple proportions. Illustrate each by an example.

6. Explain each of the following terminations: *ous, ic, ide, ite, ate*. Give examples.

7. What is an acid, a base, a salt, a normal salt, an acid salt?

8. Explain the relation between the density of a gas and its molecular weight. Illustrate with the following examples: HCl, H₂O, NH₃.— the atomic weights being as follows: H=1; N=14; O=16; Cl. 35.5.

9. Give the composition of illuminating gas, and the chemical process of its manufacture.

10. Explain the process of combustion. What is flame and what determines its luminosity.

GENERAL HISTORY.

1. Give a concise account of the government and religion of ancient Egypt.

2. Contrast Themistocles and his times with Demosthenes and his times.

3. Give some account of the first Roman Triumvirate.

4. Sketch the rise of the Saracenic power after the death of Mahomet.

5. What was Feudalism, and what causes contributed to its overthrow?

6. Give an account of the Thirty Years' War, with reference to its causes, prominent actors, and results.

6. What influence has John Milton had upon the political history of the world?

8. What is meant by the Reign of Terror? By what was it brought about?

9. What events have greatly affected the courses of the world's commerce since the days of the Phoenicians?

10. What are the historical elements of the present "Eastern Question?"

GEOLOGY.

1. Give such an outline or classification of the animal kingdom as is essential to the study of Geology.

2. Explain the terms, *geoclinal*, *concretion*, *unconformable*, *graphite*, and *conglomerate*.

3. Name the ages of the Palæozoic Time, and state the general characteristics of each.

4. Describe the Potsdam Sandstone and state in what localities in the United States it is found.

5. What is limestone, and what is its origin?

6. Describe the general features of life in the Triassic and Jurassic Periods.

7. Indicate the geographical distribution, in the United States, of the rocks of the Tertiary Age.
8. Define drift, and account for its presence in this region.
9. State the geological theory of earthquakes. Of geysers.
10. What practical results are to be expected from the geological survey of this state?

BOTANY.

1. Name and describe the kinds of Buds.
2. Name and describe the kinds of Underground Stems.
3. Name and describe the kinds of Indeterminate Inflorescence.
4. Define the terms Perfect, Complete, Irregular, Incomplete, Unsymmetrical, as applied to Flowers.
5. Show how the parts of Stamen and Pistil correspond to those of a leaf.
6. From what structures in the Flower are the soft and the hard parts produced in the Strawberry, Blackberry, Raspberry, Whortleberry.
7. Define the four kinds of ovules.
8. Define Cellular Tissue, Woody Tissue, Fibres, Vessels.
9. Give an account of the process of Assimilation in Plants.
10. Describe the formation and the fertilization of the ovule.

REPORTS OF UNIVERSITIES AND COLLEGES.

UNIVERSITY OF WISCONSIN.

ANNUAL REPORT of the President of the UNIVERSITY OF WISCONSIN,
for the year ending September 30, 1877:

1. Corporate name of the institution, University of Wisconsin.
2. Name of the place where the institution is located, Madison, Wisconsin.
3. Year when the institution was founded, incorporated July 26, 1848.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
John Bascomb, D. D., LL. D.	President and Professor of Mental and Moral Philosophy	\$3,500 & house
John W. Sterling, Ph. D.	Vice President and Professor of Mathe- matics	2,200
William F. Allen, A. M.	Professor of Latin and History	2,000
Stephen H. Carpenter...	Professor of Logic and English Literature	2,000
Alexander Kerr, A. M. . .	Professor of the Greek Language and Lit- erature.....	2,000
John B. Feuling, Ph. D..	Professor of Modern Languages and Com- parative Philology.....	2,000
William J. L. Nicodemus, A. M., C. E.....	Professor of Military Science and Me- chanical Engineering	2,000
Sohn B. Parkinson, A. M.	Professor of Civil Polity and Political Economy	2,000
John E. Davies, A. M., M. D.	Professor of Astronomy and Physics.....	2,000
W. W. Daniells, M. S....	Professor of Agriculture and Chemistry.	2,000
Roland Irving, A. M., E. M.	Professor of Geology, Mining and Met- allurgy, and Curator of Cabinet	2,000
R. B. Anderson, A. M....	Professor of Scandinavian Languages and Librarian	1,500
Hon. Orsamus Cole, LL. D.	Associate Justice of the Supreme Court of Wisconsin, Professor of Law	Law faculty \$3,000 per year and fees
Hon. William Penn Lyon, LL. D.	Associate Justice of the Supreme Court of Wisconsin, Professor of Law.....	
J. H. Carpenter, LL. D....	Dean of Law Faculty	
William F. Vilas, LL. B.,	Professor of Law	
I. C. Sloan, Esq.	Professor of Law	
S. U. Pinney, Esq.	Professor of Law	
J. B. Cassoday, Esq.	Professor of Law	
John M. Olin.....	Instructor in Rhetoric and Oratory	
Edward A. Birge, A. B..	Instructor in Natural History and As- sistant Curator of Cabinet.....	
Seymour W. Tulloch, C. E.	Assistant in Civil Engineering	
Charles I. King.....	In charge of the Machine Shop.....	600
Samuel W. Trousdale, A. B.	Instructor in English and Elocution....	600
C. P. Etten	Instructor in Vocal and Instrumental Music.....	Fees.
Mrs. D. E. Carson	Preceptress.....	1,000
Miss S. A. Carver.....	Instructor in French and German.....	800

	<i>Male.</i>	<i>Female.</i>
5. Total number who have graduated	407	71
6. Number who graduated at last commencement.....	34	8
7. Number of students in the Senior Class	20	5
8. Number of students in the Junior Class	28	12
9. Number of students in the Sophomore Class.....	31	11
10. Number of students in the Freshman Class.....	62	20
11. Number of students not in the Regular Classes.....	38	19
12. Number of students in the Preparatory Department.....	86	23
<hr/>		
13. Number of acres of land owned by the institution, Site, and balance of land grants.		
14. Estimated cash value of land owned by the institution.....		
15. Estimated cash value of buildings owned by the institution.....	\$250,000	00
16. Amount of endowments and funds except real estate.....	476,683	33
17. Amount of income for the current year from all sources except tuition.....	82,628	08
18. Amount received for tuition during the current year.....		
19. Rates of tuition in collegiate department per annum, not including board.....		Free.
20. Rates of tuition in preparatory department per annum, not including board.....		Free.
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending September 30, 1877.....		65,027 83

JOHN BASCOM, *President.*

BELOIT COLLEGE.

*ANNUAL REPORT of the President of the Board of Trustees of
BELOIT COLLEGE, for the year ending August 31, 1877.*

1. Corporate name of the institution, The Board of Trustees of Beloit College.
2. Name of the place where the institution is located, Beloit.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
A. L. Chapin, D.D., Prest.	History and Civil Polity.....	\$1,800
Rev. Jos. Emerson, M. A.	Greek Language and Literature.....	1,500
Rev. Wm. Porter, M. A.	Latin Language and Literature.....	1,500
Jas. J. Blaisdell, D. D....	Mental and Moral Philosophy.....	1,500
¹ James H. Eaton, Ph. D.	Chemistry and Mineralogy.....	1,500
Rev. H. M. Whitney, M. A.	Rhetoric and English Literature.....	1,500
Peter Hendrickson, M. A.	Modern Languages.....	1,500
² T. C. Chamberlin, M. A.	Geology, Zoölogy and Botany.....	.....
Ira W. Pettibone, M. A....	Mathematics, and Prin. Prep'y School..	1,500
G. D. Swezey, M. A.	Instruction in Physics and Nat. History.	1,000
John V. Horne, B. A.	Assistant in Preparatory School.....	800

¹ Died January, 1877.

² Engaged on the State Geological Survey.

	<i>Male.</i>	<i>Fem.</i>
5. Total number who have graduated.....	244	.....
6. Number who graduated at last commencement.....	21	.....
7. Number of students in the Senior Class.....	21	.....
8. Number of students in the Junior Class.....	17	.....
9. Number of students in the Sophomore Class.....	13	.....
10. Number of students in the Freshman Class.....	29	.....
11. Number of students not in the regular classes.....	none.	.....
12. Number of students in the Preparatory Department.....	94	.....
13. Number of acres of land owned by the institution —		
Site.....	20	.....
Lands in Wisconsin.....	601	.....
Lands in other states.....	747	.....
	1,368	
14. Estimated cash value of land owned by the institution.....	\$32,100	00
15. Estimated cash value of buildings owned by the institution.....	55,500	00
16. Amount of endowments and funds, except real estate...	123,060	00
17. Amount of income for the current year from all sources except tuition.....	11,509	13
18. Amount received for tuition during the current year.....	4,386	75
19. Rates of tuition in collegiate department, per annum, not including board.....	36	00
20. Rates of tuition in preparatory department, per annum, not including board.....	26	00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877.....	15,909	82

A. L. CHAPIN,

President of the Board of Trustees.

CARROLL COLLEGE.

ANNUAL REPORT of the President of the Board of Trustees of CARROLL COLLEGE for the year ending August 31, 1877.

1. Corporate name of the institution. Carroll College.
2. Name of the place where the institution is located, Waukesha, Wis.
3. Year when the institution was founded, 1846 (reorganized, 1873).
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
W. L. Rankin, A. M.	Principal.....	\$1,200
Miss Alice P. Perry.....	Principal of Grammar Department.....	450
Mrs. L. E. Allason.....	Assistant in English branches.....	.....
Hugo Philler, M. D.....	Instructor in German.....	.....
Rev. T. G. Watson.....	Instructor in Elocution.....	.....

	<i>Male.</i>	<i>Fem.</i>
5. Total number who have graduated from preparatory department.....	15	11
6. Number who graduated at last commencement from preparatory department.....	8	7
7. Number of students in the Senior Class.....		
8. Number of students in the Junior Class.....		
9. Number of students in the Sophomore Class.....		
10. Number of students in the Freshman Class.....		
11. Number of students not in the regular classes.....		
12. Number of students in the Preparatory Department.....	8	
<hr/>		
13. Number of acres of land owned by the institution.....		14
14. Estimated cash value of land owned by the institution.....	\$5,000	00
15. Estimated cash value of buildings owned by the institution.....	10,000	00
16. Amount of endowments and funds except real estate.....	2,000	00
17. Amount of income for the current year from all sources except tuition.....		240 00
18. Amount received for tuition during the current year.....	1,880	00
19. Rates of tuition in collegiate department per annum, not including board.....		
20. Rates of tuition in preparatory department per annum, not including board.....		24 to \$32
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877.....		\$2,222 23

VERNON TICHENOR,
President of the Board of Trustees.

LAWRENCE UNIVERSITY.

ANNUAL REPORT of the *President of the Board of Trustees of the*
LAWRENCE UNIVERSITY OF WISCONSIN, for the year ending
August 31, 1877.

1. Corporate name of the institution, The Lawrence University of Wisconsin.
2. Name of the place where the institution is located, Appleton.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries
Rev. G. M. Steele, D. D..	Pres't Ethics and Civil Polity.....	\$1,500
Hiram A. Jones, A. M...	Ancient Languages.....	1,000
Rev. W. C. Sawyer, Ph. D.	Philosophy and Rhetoric.....	1,000
J. C. Foye, A. M.....	Chemistry and Physics.....	1,000
D. M. Hyde, C. E... ..	Mathematics and Civil Engineering.....	1,000
Mary E. Harriman, A. M.	Preceptress, Latin and French.....	700
Selina A. Clark.....	Drawing and Painting.....	
Sarah S. Fitch.....	Instrumental and Vocal Music.....	

	<i>Male.</i>	<i>Fem.</i>	
5. Total number who have graduated.....	130	68	
6. Number who graduated at last commencement	6	6	
7. Number of students in the senior class.....	9	7	
8. Number of students in the junior class.....	12	6	
9. Number of students in the sophomore class.....	14	10	
10. Number of students in the freshman class.....	15	14	
11. Number of students not in the regular classes.....	.....	.....	106
12. Number of students in the preparatory department	56	25	62
	<u>56</u>	<u>25</u>	<u>168</u>
13. Number of acres of land owned by the institution, about....		500	
14. Estimated cash value of land owned by the institution, about	\$12,000		
15. Estimated cash value of buildings owned by the institution.	35,000		
16. Amount of endowments and funds except real estate.....	60,000		
17. Amount of income for the current year, except tuition.....	3,000		
18. Amount received for tuition during the current year.....	3,600		
19. Rates of tuition in collegiate department per annum, not including board		21	
20. Rates of tuition in preparatory department per annum, not including board.....		15	
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877		9,000	

G. M. STEELE,
President of the Board of Trustees.

MILTON COLLEGE.

ANNUAL REPORT of the President of the Board of Trustees of
MILTON COLLEGE, for the year ending August 31, 1877.

1. Corporate name of the institution, Milton College.
2. Name of the place where the institution is located, Milton, Rock county, Wisconsin.
3. Year when the institution was founded, in 1844, as an Academy; and in 1867, as a College.
4. Names of members of the faculty, with their respective salaries.

Names.	Departments of Instruction.	Salaries.
Rev. W.C. Whitford, A.M.	Physical, Mental and Moral Sciences ...	\$1,000
Albert Whitford, A. M...	Pure Mathematics and Latin Language..	1,000
Miss Jane C. Bond, A. M.	English Department	425
Mrs. C. C. Whitford A. M.	German Language;.....	200
Mrs. Ruth H. Whitford..	English Department	120
Miss Mary Jane Haven..	Instrumental Music.....	200
O. Eugene Larkin.....	Latin Language	135
James Mills	Penmanship	45

	<i>Male.</i>	<i>Fem.</i>	<i>Total.</i>
5. Total number who have graduated	63	65	128
6. Number who graduated at last commencement.....	4	5	9
7. Number of students in the Senior Class.....	3	....	3
8. Number of students in the Junior Class.....	6	2	8
9. Number of students in the Sophomore Class.....	16	14	30
10. Number of students in the Freshman Class.....	20	24	44
11. Number of students in the Regular Class-s .....	....	....	....
12. Number of students in the Preparatory Department ..	75	65	140
			<hr/> <hr/>
13. Number of acres of land owned by the institution.....			173.5
14. Estimated cash value of land owned by the institution.....	\$3,900	00	
15. Estimated cash value of buildings owned by the institution...	30,550	00	
16. Amount of endowments and funds except real estate	5,800	00	
17. Amount of income for the current year from all sources except tuition		203	25
18. Amount received for tuition during the current year.....	3,853	68	
19. Rates of tuition in collegiate department per annum, not including board		27 to	33
20. Rates of tuition in preparatory department per annum, not including board		24 to	27
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877		3,839	50

W. C. WHITFORD,
President of the Board of Trustees.

NORTHWESTERN UNIVERSITY.

ANNUAL REPORT of the President of the Board of Trustees of
NORTHWESTERN UNIVERSITY, for the year ending August 31,
1877.

1. Corporate name of the institution, Northwestern University.
2. Name of the place where the institution is located, Watertown.
3. Year when the institution was founded, 1864.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
August F. Ernst.....	Mental Philosophy.....	\$1,200
Dr. W. F. Notz.....	Greek Language.....	1,000
Theodore Brohm.....	English Language.....	1,000
A. W. Easterley.....	Mathematics.....	850
A. L. Graebner.....	Latin Language.....	800
F. Deibert.....	Geography, History, etc.....	700
A. Treller.....	Ancient Languages and German.....	600

	<i>Male.</i>	<i>Fem.</i>
5. Total number who have graduated.....	21	.....
6. Number who graduated at last commencement.....	5	.....
7. Number of students in the Senior Class.....	5	.....
8. Number of students in the Junior Class.....	7	.....
9. Number of students in the Sophomore Class... ..	12	.....
10. Number of students in the Freshman Class.....	10	.....
11. Number of students not in the regular classes.....	104	11
12. Number of students in the Preparatory Department.....	41	.....
<hr/>		
13. Number of acres of land owned by the institution.....		39
14. Estimated cash value of land owned by the institution.....	\$12,000	
15. Estimated cash value of buildings owned by the institution.....	36,000	
16. Amount of endowment and funds except real estate.....		.....
17. Amount of income for the current year from all sources except tuition.....		8,000
18. Amount received for tuition during the current year.		2,150
19. Rates of tuition in collégiate department per annum, not including board		30
20. Rates of tuition in preparatory department per annum, not including board		30
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending Aug. 31.....		7,850

AUGUSTUS F. ERNST,

President.

RIPON COLLEGE.

ANNUAL REPORT of the President of the Board of Trustees of RIPON COLLEGE, for the year ending August 31, 1877.

1. Corporate name of the Institution, Ripon College.
2. Name of the place where the institution is located, Ripon, Fond du Lac county, Wisconsin.
3. Year when the institution was founded [as a college], 1863. Charter granted 1854, and amended 1864.
4. Names of the members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
E. H. Merrell, A. M., Pres.	Mental and Moral Science.....	\$1,200
J. M. Geery, A. M.....	Eng. Lit., Rhetoric and Political Phil... ..	1,000
E. A. Kenaston, A. M.....	Mathematics and Astronomy.....	1,000
J. C. Fillmore, A. M.....	Music .....	.....
C. G. Baldwin, A. M.....	Latin Language and Literature.....	1,000
J. A. Towle, A. M.....	Greek Language and Literature.....	1,000
H. A. Sabin, B. S.....	Chemistry and Natural Science.....	900
H. G. Denison, A. M.....	Principal of Preparatory School.....	900
G. C. Duffie, A. M.....	Principal of English Academy.....	600
H. B. Miter, A. M.....	Instructor in Latin and English branches	600
Mrs. C. T. Tracy.....	Inst'r in Botany and English branches..	550
Miss Emma Ellis.....	Piano and Vocal Culture.... ..	500

	<i>Male.</i>	<i>Fem.</i>	
5. Total number who have graduated.....	51	29	
6. Number who graduated at last commencement.....	7	2	
7. Number of students in Senior Class.....	7	2	
8. Number of students in Junior Class.....	4	5	
9. Number of students in Sophomore Class.....	3	5	
10. Number of students in Freshman Class.....	11	4	
11. Number of students not in the regular classes.....	3	5	28
12. Number of students in the Preparatory Department, English Academy and Music.....	123	126	25 2 <u>27</u> 208
13. Number of acres of land owned by the institution.....		100	
14. Estimated cash value of land owned by the institution ..		\$700	
15. Estimated cash value of buildings owned by the institution.....		65,000	
16. Amount of endowments and funds except real estate, including Dodge fund.....		53,732	
17. Amount of income for the current year from all sources except tuition		13,650	
18. Amount received for tuition during the current year.....		2,494	
19. Rates of tuition in collegiate department per annum, not including board.....		24	
20. Rate of tuition in preparatory department per annum, not including board.....		21	
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877		16,035	

EDWARD H. MERRELL,

President of the Board of Trustees.

REPORTS OF ACADEMIES AND SEMINARIES.

ELROY SEMINRAY.

*ANNUAL REPORT of the President of the Board of Trustees of
ELROY SEMINARY, for the year ending August 31, 1877.*

1. Corporate name of the institution, Elroy Seminary.
2. Name of the place where the institution is located, Elroy, Juneau count Wisconsin.
3. Year when the institution was founded, A. D. 1873.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
Rev. F. M. Washburn, A.B.	Principal	\$800 00
C. E. Booth, M. D.	Professor Anatomy and Physiology.....	
Myra A. Johnson, M. A. .	Lady Principal.....	400 00
Martha A. Washburn, M.A	Teacher History and English Literature.....	
Miss M. J. Gifford	Teacher of Music	

	<i>Male.</i>	<i>Fem</i>
5. Total number who have graduated	4	.....
6. Number who graduated at last commencement.....	4	.....
7. Number of students in the Junior Class	3	3
8. Number of students in the Second Year Class	2	3
9. Number of students in the First Year Class.....	3	2
10. Number of students in the Preparatory Department.....	14	13
11. Number of acres of land owned by the institution.....		2
12. Estimated cash value of land owned by the institution	\$200	00
13. Estimated cash value of buildings owned by the institution.	3,000	00
14. Amount of endowments and funds except real estate .....		.....
15. Amount of income for the current year from all sources except tuition.....	85	00
16. Amount received for tuition during the current year.....	772	75
17. Rates of tuition in academical department per annum, not including board.....	21	00
18. Rates of tuition in preparatory department per annum, not including board	15	00
19. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877.....	95	25

JOHN HUTCHINSON,
President of the Board of Trustees.

KEMPER HALL.

ANNUAL REPORT of the President of the Board of Trustees of
KEMPER HALL, for the year ending August 31, 1877.

1. Corporate name of the institution, Kemper Hall.
2. Name of the place where the institution is located, Kenosha.
3. Year when the institution was founded, 1870.
4. Names of members of the faculty, with their respective salaries:
Rev. Geo. M. Everhart, Rector, assisted by three professors and eight lady teachers and officers.

	<i>Male.</i>	<i>Fem.</i>
5. Total number who have graduated.....	21	
6. Number who graduated at last commencement ...	7	
7. Number of scholars in the Senior class.....	7	
8. Number of scholars in the Intermediate class.....	11	
9. Number of scholars in the Junior class	8	
10. Number of scholars in the Preparatory department... ..	27	
<hr/>		
11. Number of acres of land owned by the institution.....		8
12. Estimated cash value of land owned by the institution.....		
13. Estimated cash value of buildings owned by the institution..		
14. Amount of endowments and funds except real estate.....		
15. Amount of income for the current year from all sources except tuition.....		
16. Amount received for tuition during the current year.....	\$8,000 00	
17. Rates of tuition in academical department per annum, not including board.....	\$100 00 to	200 09
18. Rates of tuition in preparatory department per annum, not including board.....	\$100 00 to	200 00
19. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1878		18,000 00
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GEO. M. EVERHART,
Vice President of the Board of Trustees.

ROCHESTER SEMINARY.

ANNUAL REPORT of the President of the Board of Trustees of
ROCHESTER SEMINARY, for the year ending August 31, 1877.

1. Corporate name of the institution Rochester Institute, changed to above.
2. Name of the place where the institution is located, Rochester, Racine county.
3. Year when the institution was founded, December, 1866, chartered January 21, 1867.
4. Names of members of faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
Rev. O. D. Augir.....	President of Board of Trustees .....	.....
R. F. Pouley, M. S.....	Principal, Math., Languages, Science...	\$800
Mrs. R. F. Pouley, M. S.	Preceptress, Higher Eng., Latin, Hist...	400
Miss Frances S. Cass....	Assistant, and Music.....	375

	<i>Male.</i>	<i>Fem.</i>
5. Total number who have graduated.....	4	6
6. Number who graduated at last commencement.....	1	1
7. Number of students in the 4th year class.....	4	5
8. Number of students in the 3d year class.....	8	11
9. Number of students not in the regular classes	34	23
	==	==
10. Number of acres of land owned by the institution....		1½
11. Estimated cash value of land owned by the institution.....		.....
12. Estimated cash value of buildings owned by the institution, and grounds	\$5,000	00
13. Amount of endowments and funds except real estate.....		.....
14. Amount of income for the current year from all sources except tuition.....		490 00
15. Amount received for tuition during the current year	1,265	66
16. Rates of tuition in academical department per annum, not including board.....		27 00
17. Rates of tuition in preparatory department per annum, not including board.....		24 00
18. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1877.....		1,750 06
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REV. O. D. AUGIR,
President of the Board of Trustees.
Per POULEY.

STATISTICAL TABLES.

The following apportionment was made in June last, on the returns made for the school year ending August 31, 1876. The rate was 41 cents per scholar. The amount received by the independent cities is included:

TABLE No. I.
APPORTIONMENT OF SCHOOL FUND INCOME IN 1876.

COUNTIES.	No. of Children.	Apportionment.
Adams	2,571	\$1,054 11
Ashland	256	104 96
Barron	1,240	508 40
Bayfield	247	101 27
Brown	12,501	5,125 41
Buffalo	5,806	2,389 46
Burnett	421	172 61
Calumet	6,070	2,488 70
Chippewa	4,085	1,674 85
Clark	2,505	1,027 05
Columbia	11,880	4,865 80
Crawford	6,004	2,461 64
Dane	20,737	8,502 17
Dodge	19,180	7,855 60
Door	3,109	1,274 69
Douglas	267	109 47
Dunn	4,811	1,972 51
Eau Claire	4,940	2,025 40
Fond du Lac	19,786	8,112 26
Grant	15,535	6,369 35
Green	8,573	3,514 93
Green Lake	5,523	2,264 43
Iowa	10,051	4,120 91
Jackson	4,252	1,743 82
Jefferson	13,661	5,601 01
Juneau	5,774	2,367 34
Kenosha	5,206	2,134 46
Kewaunee	6,173	2,530 93
La Crosse	8,267	3,389 47
La Fayette	8,366	3,430 06
Lincoln	279	114 39
Manitowoc	16,785	6,881 85
Marathon	3,850	1,578 50
Marquette	3,634	1,489 94
Milwaukee	48,298	17,752 18
Monroe	7,984	3,278 44
Oconto	4,093	1,678 13
Outagamie	10,161	4,166 01
Ozaukee	7,194	2,949 54
Pepin	2,273	931 93
Pierce	5,894	2,416 54

TABLE No. I— *Apportionment* — continued.

Counties.	No. of Children.	Apportionment.
Polk	2,447	1,008 27
Portage.....	5,394	2,211 54
Racine	10,548	4,324 68
Richland	7,020	2,878 20
Rock	13,944	5,717 04
St. Croix.....	5,679	2,328 39
Sauk	10,141	4,157 81
Shawano.....	2,179	898 39
Sheboygan.....	14,527	5,956 07
Taylor.....	192	78 72
Trempealeau.....	6,104	2,502 64
Vernon	9,168	3,758 88
Walworth.....	9,338	3,849 08
Washington.....	9,811	4,022 51
Waukesha	11,806	4,635 46
Waupaca.....	7,345	3,011 46
Waushara	4,910	2,013 10
Winnebago ..	16,043	6,577 63
Wood	1,915	785 15
Totals	470,783	193,021 03

TABLE No. II.
DISTRICTS, CHILDREN, AND SCHOOL ATTENDANCE.

COUNTIES.	Whole number of school-districts in the county.	Number of districts which have reported.	Whole number of parts of districts in the county.	Number of parts of districts which have reported.	Number of male children over 4 and under 20 years of age.	Number of female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in the county.	No. over 4 and under 20 yrs. in districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Adams	45	45	38	38	1,417	1,198	2,610	2,552	10,859	2,006	9	9	2,018	116,290	18	208	116,506
Asbland	2	2	3	3	142	122	264	264	860	183	...	...	183	17,774	...	...	17,774
Barron	52	50	12	12	780	719	1,499	1,347	5,732	1,047	2	3	1,052	47,848	53	121	49,092
Bayfield	1	1	...	...	129	153	282	282	200	90	...	...	90	10,263	...	...	10,263
Brown	79	75	17	17	5,003	4,631	9,624	8,658	12,368	5,215	15	47	5,277	379,949	508	30	428,385
Buffalo	79	78	18	18	3,060	3,010	6,070	5,890	10,638	3,690	...	21	3,711	276,127	...	689	276,816
Burnett	7	7	3	3	256	222	478	478	746	3,656	1	4	274	11,335	8	71	11,414
Calumet	55	55	24	24	5,265	3,010	6,275	6,275	11,301	3,656	3	5	3,664	270,197	6	205	270,408
Chippewa	77	77	4	4	2,249	2,001	4,250	4,250	8,463	3,008	11	11	3,030	233,677	134	638	234,349
Clark	51	51	28	28	1,550	1,419	2,969	2,888	10,482	2,108	13	24	2,145	157,799	42	738	158,579
Columbia	147	147	82	82	4,660	4,344	9,004	9,004	26,391	6,222	12	108	6,942	581,243	577	4,200	586,013
Crawford	71	71	42	41	2,678	2,514	5,192	5,094	13,357	3,174	9	35	3,218	216,603	135	1,638	218,276
Dane—	126	126	74	74	4,143	3,866	8,009	8,009	22,833	4,222	3	41	4,260	327,809	...	2,509	330,318
1st district...	84	84	70	70	4,509	4,235	8,744	8,744	20,627	5,563	5	54	5,642	378,255	...	1,794	180,198
2d district...																	

TABLE No. II. — Districts, children, and school attendance — continued.

COUNTIES.	Whole number of school-districts in the county.	Number of districts which have reported.	Whole number of parts of districts in the county.	Number of parts of districts which have reported.	Number of male children over 4 and under 20 years of age.	Number of female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in county.	No. over 4 and under 20 yrs in districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Rock—	58	58	58	58	2,844	2,200	4,544	4,493	16,736	3,857	7	32	3,896	288,124	126	1,287	239,587
1st district.....	55	55	66	66	2,162	1,906	4,158	4,158	17,928	3,159	3	20	3,182	256,351	64	617	257,032
2d district.....	75	75	81	81	2,774	2,622	5,396	5,376	18,172	8,453	20	11	3,560	225,987	384	800	249,470
St. Croix.....	126	126	78	75	5,407	5,140	10,547	10,547	21,097	7,284	9	46	7,819	566,905	67	2,336	569,308
Sauk.....	89	87	6	6	1,877	1,248	2,625	2,605	4,451	1,367	8	5	1,380	92,833	36	1,123	93,031
Shawano.....	110	110	27	27	5,951	5,655	11,606	11,606	19,745	6,893	12	19	6,924	533,679	197	1,213	535,069
Sheboygan.....	10	10	10	10	228	179	308	308	1,140	283	7	...	290	20,390	176	...	20,566
Taylor.....	68	68	26	26	3,840	3,029	6,375	6,375	11,804	3,810	...	54	3,864	248,149	...	1,435	249,584
Trempealeau.....	143	143	60	60	4,765	4,369	9,134	9,114	21,685	6,228	12	75	6,313	343,626	115	2,457	346,228
Vernon.....	87	87	83	83	4,640	4,487	9,077	9,077	25,191	7,315	2	40	7,357	637,257	70	1,875	639,203
Walworth.....	84	84	58	58	5,055	4,936	9,991	9,991	18,208	5,285	1	...	5,286	440,827	3	156	440,686
Washington.....	119	119	67	67	6,684	5,558	11,252	11,172	17,615	7,104	4	44	7,159	553,746	92	729	554,877
Waukesha.....	129	129	139	1	3,814	3,688	7,402	7,273	14,981	4,620	22	17	4,659	340,380	45	617	341,898
Waupaca.....	52	52	73	73	2,165	2,384	4,449	4,449	16,506	3,478	5	16	3,499	211,751	36	612	212,399
Waushara.....	68	68	73	72	3,832	3,683	7,535	7,535	19,336	4,883	11	40	4,936	391,875	612	2,294	394,774
Winnebago.....	84	81	5	5	889	862	1,751	1,684	4,340	865	7	2	874	59,323	2	206	59,583
Totals.....	4566	4541	2246	2232	198,344	186,994	395,308	391,879	829,417	243,808	523	1566	245,895	16,243,023	10,519	63,960	16,317,502

TABLE No. III.
SCHOOLS, TEACHERS, WAGES, LIBRARIES, ETC.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.				
	Number of schools with two departments.	Number of schools with three or more departments.	Number of teachers required to teach the schools.	Number of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	Average wages of male teachers per month.	Highest wages paid.	Number of schools visited by county superintendent during the year.	Number of different visits made.	Number of addresses or lectures delivered by him.	Number of volumes added during the year.	Amount expended for books during the year.	Whole number of volumes in district libraries.	Cash value of libraries.
Adams.....	2	.....	66	110	\$25 92	\$20 88	\$35 00	63	127	.....	.....	.....	.....	30	\$40 00
Ashland.....	1	1	5	5	60 00	35 00	100 00	2	4	.....	.....	.....	.....	.....	100 00
Barron.....	.....	.....	54	77	39 98	31 16	40 00	54	87	7	.....	\$100 00	.....	.....	.....
Bayfield.....	1	.....	2	2	80 00	25 00	80 00	1	.....	.....	.....	.....	.....	.....	.....
Brown.....	.....	2	99	110	36 98	27 15	.....	.....	.....	.....	181	79 97	259	.....	148 98
Buffalo.....	1	3	90	125	42 35	28 07	90 00	75	111	.....	4	56 00	380	.....	521 00
Burnett.....	.....	8	9	9	32 58	29 66	38 33	8	24	.....	.....	.....	.....	.....	65 00
Calumet.....	2	2	72	105	44 82	25 89	65 00	59	91	.....	5	10 00	182	.....	158 00
Chippewa.....	1	2	89	136	64 13	32 10	136 66	73	138	75	.....	.....	.....	.....	.....
Clark.....	2	1	68	114	37 71	30 59	133 33	56	.....	.....	100	50 20	230	.....	252 50
Columbia.....	6	3	165	278	38 79	22 19	96 44	165	317	.....	.....	.....	282	.....	241 00
Crawford.....	1	.....	89	142	31 91	21 82	70 00	62	69	62	.....	.....	40	.....	212 00

TABLE No. III.— *Schools, teachers, wages, libraries, etc.*— continued.

COUNTRIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of schools with two departments.	Number of schools with three or more departments.	Number of teachers required to teach the schools.	Number of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	Highest wages paid.	Number of schools visited by county superintendent during year.	Number of different visits made.	Number of addresses or lectures delivered by him.	Number of volumes added during the year.	Amount expended for books during the year.	Whole number of volumes in district libraries.	Cash value of libraries.
Dane—	1	2	133	233	\$39 60	\$24 84	\$88 88	124	230	6	13	\$20 00	155	\$115 00
1st District	4	3	184	203	39 02	24 77	100 00	114	237	0	.....	.....	756	478 50
Dodge—	4	2	109	177	36 44	23 00	65 00	98	174	.....	26	1 50	733	646 50
1st District	4	3	113	149	39 30	23 82	120 00	88	91	.....	85	100 00	915	902 00
2d District .....	.....	1	40	60	38 23	24 72	65 00	42	81	.....	119	60 35	159	125 00
Door	2	.....	5	5	75 00	32 50	75 00	5	10	.....	.....	.....	.....	.....
Douglas	4	1	100	171	34 78	28 13	130 00	38	179	.....	.....	.....	.....	.....
Dunn .....	.....	4	86	127	46 92	30 03	180 00	56	199	.....	.....	.....	55	230 00
Eau Claire .....	.....	3	189	305	37 30	23 73	111 00	192	408	.....	.....	.....	208	150 00
Fond du Lac	4	9	247	398	40 50	25 35	129 67	99	135	.....	266	188 95	844	433 00
Grant	4	4	154	203	37 58	22 01	133 33	.....	.....	.....	97	105 00	613	045 00
Green	6	.....	77	132	33 93	21 93	50 00	68	117	.....	.....	.....	.....	.....
Green Lake	3	.....	134	208	34 85	23 83	92 50	109	120	.....	.....	.....	.....	.....
Lowa	2	.....	134	208	34 85	23 83	92 50	109	120	.....	.....	.....	.....	.....
Jackson.....	3	1	78	122	37 81	28 49	122 23	63	104	89	.....	.....	.....	.....

Jefferson	5	151	233	39 90	23 83	150 00	119	232	3	41	85 00	435	791 40
Juneau	2	105	168	44 94	23 05	111 12	84	155				239	345 00
Kenosha	1	94	28 94	28 94	50 00	150 00	61	154		27	11 00	757	495 00
Kewanee	2	56	32 63	25 75	60 00	60 00	47		6				
La Crosse	2	113	37 73	27 96	72 00	72 00	63	99	44				25 00
La Fayette	6	221	35 63	24 15	115 00	115 00	44	44					
Lincoln	1	11	51 00	37 00	90 00	90 00	9	15	4				
Manitowoc	3	131	45 72	31 66	150 00	150 00	103	184		14	48 18	346	309 00
Marathon	3	68	37 47	28 27	50 00	50 00	63	20		12	80 10	120	96 75
Marquette	3	59	27 86	20 31	50 00	50 00	56	101	101	2	8 00	84	74 00
Milwaukee													
1st dist.	2	44	53	44 62	29 70	85 00	35	69	43	180		863	540 50
2d dist.	2	36	45	43 07	32 16	61 66	28	59				18	5 00
Monroe	5	145	233	38 63	23 27	200 00	106						
Oconto	2	1	51	59 11	31 42	120 00	44	130				30	151 50
Outagamie	5	107	176	40 11	25 00	55 00	95	179					
Ozaukee	4	67	76	44 03	22 35	140 00	32	27	18			841	917 00
Pepin	1	41	64	35 72	27 41	60 00	41	88		36	10 12	42	19 12
Pierce	1	107	172	39 55	27 50	37 00	93	156	80	588	213 39	873	798 50
Polk	1	59	102	36 17	30 55	72 80	61	109		125	134 00	310	280 00
Portage	1	77	123	33 37	25 04	75 00	70	123				45	55 00
Racine	2	83	122	37 20	25 36	90 00	64	105	10	214	50 00	404	461 20
Richland	2	125	233	30 88	22 34	75 00	124	230					
Rock													
1st dist.	2	89	164	36 11	24 23	70 00	82	160	147		91 20	659	500 00
2d dist.	2	97	174	35 66	24 98	55 00	87	198				1,213	543 00
St. Croix	3	86	165	40 88	30 63	72 22	44	59		28	71 00	141	100 00
Sauk	6	183	278	38 19	26 05	144 44	154	223		13	101 00	1,122	1,234 00
Shawano	1	43	60	34 16	23 15	85 00	11	12					
Sheboygan	4	125	195	36 23	25 09	150 00	89			12	50 00	406	307 00
Taylor	1	9	13	45 00	29 94	45 00	8	22	20				
Trempealeau	1	91	127	38 45	31 82	90 00	78	124	118		27 25	84	183 00
Vernon	2	150	247	28 93	21 46	80 00	119	166			28 00	6	28 00
Walworth	4	167	272	46 26	25 75	145 00	126	278		1	8 00	172	181 60
Washington	4	113	147	43 47	23 72	111 00	98	21				215	189 00
Waukesha	6	138	218	46 07	28 36	115 00	119	240				239	100 00

TABLE No. III.— continued.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of schools with two departments.	Number of schools with three or more departments.	Number of teachers required to teach the schools.	Number of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	Highest wages paid.	Number of schools visited by county superintendent during the year.	Number of different visits made.	Number of addresses or lectures delivered by him.	Number of volumes added during the year.	Amount expended for books during the year.	Whole number of volumes in district libraries.	Cash value of libraries.
Waupaca	6	4	131	209	\$40 06	\$24 44	\$111 00	70	83	29	2	\$12 00	35	\$150 00
Wausara	4	...	97	175	29 29	20 67	52 00	92	189	14	98	106 08	108	71 00
Winnebago	2	4	113	187	37 30	25 22	90 00	101	209	...	...	...	...	...
Wood	1	...	33	49	35 50	27 84	50 00	11	11	4	60	28 45	250	80 00
Totals and averages	161	124	5,868	9,146	\$40 48	\$26 35	\$200 00	4,554	7,337	1,130	2,365	\$1,934 64	15,460	\$14,556 65

TABLE No. IV.
SCHOOL HOUSES, SITES, APPARATUS, TEXT-BOOKS.

[BY COUNTIES.]

COUNTIES.	Number of school houses in the county.	Number of pupils school houses will accommodate.	Number of sites containing less than one acre.	Number of sites well enclosed.	Number of school houses built of stone or brick.	Number of school houses in good condition.	Number with out-houses in good condition.	Number of school houses properly ventilated.	Number of districts which purchase text-books.	Number of districts which loan text-books to pupils.	Number of districts which sell text-books to pupils.
Adams	64	2,564	47	10	.....	44	86	36	22	12	.....
Ashland	8	180	8	3	.....	3	8	8	1	1	.....
Barron	52	1,643	13	4	.....	49	35	4	4	4	.....
Bayfield	1	90	1	1	1	1	1	1	1	1	.....
Brown	83	5,299	47	37	9	60	50	61	17	11	.....
Buffalo	76	4,357	41	17	4	60	49	43	2	2	.....
Burnett	8	392	4	3	.....	8	8	5	3	2	.....
Calumet	67	4,289	54	34	8	54	54	53	3	3	.....
Chippewa	81	3,205	65	20	.....	73	70	76	23	22	.....
Clark	64	2,549	27	21	1	53	46	44	25	20	.....
Columbia	147	8,525	116	36	13	116	108	104	5	3	.....
Crawford	88	4,108	57	11	3	51	43	55	3	1	.....
Dane, 1st district	126	6,381	79	64	80	85	77	79	3	1	.....
Dane, 2d district	117	6,882	74	37	30	88	66	81	6	3	.....
Dodge, 1st district	99	6,025	85	35	21	83	78	70	3	1	.....
Dodge, 2d district	91	6,005	79	33	21	66	65	78	3	2	.....

TABLE No. IV.—School Houses, Sites, Apparatus, Text-Books—continued.

COUNTIES.	Number of school houses in the county.	Number of pupils school houses will accommodate.	Number of sites containing less than one acre.	Number of sites well inclosed.	Number of school houses built of stone or brick.	Number of school houses in good condition.	Number with out-houses in good condition.	Number of school houses properly ventilated.	Number of districts which purchase text-books.	Number of districts which loan text-books to pupils.	Number of districts which sell text-books to pupils.
Door.....	48	2,072	21	12	.....	34	26	35	12	6	8
Douglass.....	3	300	3	.....	.....	2	2	2	1	1	.....
Dunn.....	91	4,386	48	20	.....	68	52	63	8	8	.....
Eau Claire.....	68	3,766	32	19	1	49	40	43	.....	.....	.....
Fond du Lac.....	170	11,407	143	73	21	152	131	139	.....	.....	.....
Grant.....	216	18,769	128	76	86	180	126	163	10	3	5
Green.....	134	8,447	97	55	27	103	80	90	7	.....	8
Green Lake.....	71	3,384	52	13	7	54	43	42	2	1	1
Iowa.....	122	7,148	80	42	16	79	54	75	3	1	2
Jackson.....	69	3,595	38	23	2	47	46	48	3	1	2
Jefferson.....	131	8,247	103	53	71	103	89	78	3	1	1
Juneau.....	92	5,188	71	25	1	72	55	70	1	.....	3
Kenosha.....	60	2,389	46	27	3	39	38	35	.....	.....	.....
Kewaunee.....	51	3,324	50	31	1	46	43	46	7	2	5
La Crosse.....	66	3,787	50	23	9	50	42	38	2	.....	.....
La Fayette.....	131	7,607	67	54	25	80	70	86	15	6	3
Lincoln.....	10	545	7	2	.....	6	4	6	4	4	.....
Manitowoc.....	107	9,788	80	88	9	83	79	65	7	3	5
Marathon.....	67	3,320	38	19	.....	61	43	47	20	24	2

Marquette.....	56	3,081	43	10	.....	44	32	40	.....	.....	.....	.....
Milwaukee —												
1st dist.....	35	2,738	33	16	9	29	30	30	4	1	4	4
2d dist.....	32	2,247	29	19	10	27	29	25	3	.....	.....	.....
Monroe.....	128	7,130	103	89	3	96	85	74	8	3	8	3
Oconto.....	46	2,243	23	23	2	40	34	34	9	8	10	6
Outagamie.....	97	5,389	74	47	6	83	83	67	14	8	10	10
Ozaukee.....	59	4,971	54	30	34	49	52	45	3	.....	.....	.....
Pepin.....	35	2,004	13	4	3	28	22	27	4	1	2	2
Pierce.....	98	5,074	81	28	1	66	60	57	15	8	5	5
Polk.....	61	2,495	22	20	1	46	40	35	16	7	3	3
Portage.....	78	4,388	58	16	.....	60	47	47	8	1	2	2
Racine.....	77	4,177	72	39	80	53	59	58	2	2	.....	.....
Richland.....	123	6,350	106	25	2	87	64	93	5	1	.....	.....
Rock —												
1st dist.....	82	4,416	58	37	35	61	55	57	4	2	2	2
2d dist.....	87	4,149	67	47	13	72	61	65	8	2	6	6
St. Croix.....	81	4,030	51	31	3	56	50	60	9	1	1	1
Sauk.....	163	8,506	126	49	20	112	113	120	17	9	8	8
Shawano.....	43	1,963	31	9	1	35	26	14	8	5	3	3
Sheboygan.....	112	7,908	100	42	7	84	88	73	4	.....	.....	.....
Taylor.....	8	402	6	2	.....	8	5	8	1	1	1	1
Trempealeau.....	88	4,760	34	32	4	70	61	40	2	.....	.....	.....
Vernon.....	143	7,630	113	28	2	94	70	82	2	.....	.....	.....
Walworth.....	129	7,592	105	60	31	91	88	82	2	.....	.....	.....
Washington.....	103	8,476	88	19	47	93	88	79	3	2	1	1
Waushara.....	119	8,531	92	50	44	95	90	84	5	2	2	2
Waupaca.....	102	6,419	83	41	2	83	76	72	9	3	5	5
Waushara.....	92	4,026	67	20	3	66	61	73	53	34	18	18
Winnebago.....	101	5,677	81	48	13	75	72	67	3	.....	.....	.....
Wood.....	35	1,684	15	8	1	26	16	15	14	11	2	2
Totals.....	5,159	304,062	3,763	1,787	696	4,011	3,518	3,615	453	244	170	170

TABLE No. V.
SCHOOL HOUSE PROPERTY.

[BY COUNTIES.]

COUNTIES.	Highest valuation of school house and site.	Cash value of school houses in the county.	Cash value of sites.	Cash value of apparatus.
Adams	8,740 00	16,305 00	1,363 00	516 00
Ashland	4,000 00	6,000 00	1,500 00	20 00
Barron	5,090 00	14,601 00	853 00	1,398 00
Bayfield	3,000 00	2,500 00	500 00	.....
Brown	5,000 00	38,231 00	4,280 00	2,137 00
Buffalo	7,000 00	50,495 00	2,112 00	3,185 00
Burnett	1,985 00	2,550 00	315 00	210 00
Calumet	6,500 00	36,575 00	3,858 00	2,355 00
Chippewa	5,000 00	56,170 00	3,885 00	3,087 00
Clark	3,150 00	24,460 00	1,328 00	3,378 98
Columbia	16,500 00	87,065 00	7,852 00	2,805 00
Crawford	5,335 00	19,700 00	1,198 00	2,253 61
Dane—				
1st district	9,000 00	69,140 00	5,809 00	2,653 00
2d district	10,400 00	64,890 95	4,323 00	3,567 90
Dodge—				
1st district	14,020 00	41,845 00	4,819 50	2,204 25
2d district	16,000 00	65,555 00	7,730 00	3,185 00
Door	11,165 00	12,957 00	1,369 00	1,275 00
Douglas	2,000 00	3,300 00	600 00	125 00
Dunn	25,087 00	66,110 00	6,576 00	3,219 00
Eau Claire	15,000 00	63,240 00	9,235 00	1,987 50
Fond du Lac	7,000 00	84,850 00	12,422 00	3,666 50
Grant	16,200 00	158,519 00	10,783 00	5,149 00
Green	33,000 00	93,750 00	7,944 50	2,599 00
Green Lake	3,500 00	32,987 00	2,341 00	732 00
Iowa	19,815 00	48,769 00	3,739 00	2,498 90
Jackson	30,000 00	50,940 00	6,778 00	773 00
Jefferson	15,000 00	118,019 00	9,599 00	4,530 00
Juneau	7,500 00	39,640 00	3,416 00	1,658 00
Kenosha	2,050 00	27,605 00	2,635 00	875 00
Kewaunee	7,600 00	28,505 00	2,700 00	1,705 00
La Crosse	4,050 00	32,097 00	3,444 00	2,036 00
La Fayette	28,000 00	99,390 00	8,905 50	2,604 70
Lincoln	4,000 00	6,550 00	1,072 00	880 00
Manitowoc	40,000 00	109,340 00	13,987 00	5,364 00
Marathon	3,500 00	30,334 25	2,908 00	2,534 00
Marquette	2,200 00	20,135 00	1,068 00	824 25
Milwaukee —				
1st district	13,200 00	33,380 00	4,614 00	2,973 00
2d district	6,500 00	23,965 00	2,850 00	1,276 00
Monroe	25,000 00	66,713 00	6,014 00	2,461 00
Oconto	7,256 00	35,332 00	4,653 00	1,969 00
Outagamie	3,290 00	40,610 00	4,411 00	3,199 50

TABLE No. V—*School House Property* — continued.

COUNTIES.	Highest valuation of school house and site.	Cash value of school houses in the county.	Cash value of sites	Cash value of apparatus.
Ozaukee	6,000 00	34,695 00	7,685 00	3,801 50
Pepin	7,250 00	21,940 00	2,140 00	518 13
Pierce	3,000 00	35,630 00	3,894 00	2,128 10
Polk	2,200 00	23,291 12	1,330 00	2,287 00
Portage	2,000 00	24,023 50	1,686 00	1,038 00
Racine	2,500 00	55,275 00	5,682 50	1,715 00
Richland	2,100 00	36,413 00	3,073 10	2,485 00
Rock—				
1st district.....	15,400 00	60,993 93	4,191 00	1,842 00
2d district.....	10,000 00	59,143 00	4,872 25	2,176 50
St. Croix	1,444 00	36,590 00	2,992 00	2,133 00
Sauk	34,000 00	103,705 00	10,740 00	3,918 00
Shawano	2,700 00	14,643 00	921 00	763 55
Sheboygan	14,000 00	69,535 00	5,900 00	2,506 00
Taylor	2,700 00	5,100 00	478 50	201 00
Trempealeau	6,400 00	42,580 00	3,302 00	1,262 43
Vernon	10,000 00	43,330 00	3,471 00	3,060 00
Walworth	20,000 00	114,351 00	13,007 50	2,273 50
Washington	7,000 00	81,725 00	11,901 00	4,974 10
Waukesha.....	11,000 00	104,720 87	13,810 00	3,545 00
Waupaca	8,000 00	51,791 00	5,787 00	2,949 00
Waushara	2,075 00	30,570 00	1,929 50	2,180 00
Winnebago	10,000 00	64,560 50	8,436 00	4,160 00
Wood	7,000 00	15,310 00	1,472 00	1,497 00
Totals.....	40,000 00	3,056,176 12	304,290 75	142,733 81

TABLE No. VI.

PRIVATE SCHOOLS NOT INCORPORATED.

[BY COUNTIES.]

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average No. of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Adams	1		1	35		10
Ashland						
Barron						
Bayfield						
Brown	8	8	14	71	401	85
Buffalo	4	4	6	100	165	115
Burnett						
Calumet	6	4	7	160	202	134
Chippewa	2	2	2	35	10	30
Clark						
Columbia	7	6	6	33	16	67
Crawford						
Dane, 1st district	9	10	10	56	159	176
Dane, 2d district	7	7	9	85	116	112
Dodge, 1st district	1	1	1		40	
Dodge, 2d district	29	28	31	63	1,136	700
Door	2		2	100	44	11
Douglas						
Dunn	5	5	5			
Eau Claire	10	8	13	30	75	203
Fond du Lac	11	22	36	159	616	665
Grant	7	6	12	80	184	
Green	4	3	4	62	101	66
Green Lake	3		3	147	77	50
Iowa	1	1	1			
Jackson	3	2	3	57	55	31
Jefferson	17	11	18	57	717	412
Juneau	11	5	14	35	32	157
Kenosha	4	4	7	143	87	
Kewaunee	6	6	8	110	225	142
La Crosse	5	5	4	80	20	24
La Fayette	2	1	3	120	125	100
Lincoln						
Manitowoc	18	18	21	65	740	395
Marathon	1	2	3		15	20
Marquette	2	2	2	105		60
Milwaukee, 1st district	7	7	15	71	340	105
Milwaukee, 2d district	6	6	6		200	159
Monroe	6	4	8	75	115	160
Oconto	2	1	5	160	119	106
Outagamie	3	1	4			

TABLE No. VI. — *Private Schools not Incorporated* — continued.

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average No. of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Ozaukee	12	9	16			
Pepin						
Pierce	4	4	3	40		
Polk						
Portage	3	3	5	142	360	144
Racine	8	7	13	53	385	318
Richland	1		1	42	22	37
Rock, 1st district	3	2	3	94		53
Rock, 2d district	3	2	3	51	12	58
St. Croix	3	2	2			
Sauk	9	6	10	48	67	53
Shawano	1	1	1	80	63	25
Sheboygan	18	17	18	59	488	426
Taylor						
Trempealeau	4	1	1	75		30
Vernon	23	20	14	20	158	92
Walworth	2	1	3	120	15	10
Washington	18	16	18	160	706	753
Waukesha	5	5	3	66	33	76
Waupaca	3	3	5	113	162	8
Waushara	1		1	52		10
Winnebago	9	9	5	51	111	53
Wood						
Totals	330	293	412	81	8,714	6,513

TABLE No. VII.
FINANCIAL STATISTICS — RECEIPTS.
BY COUNTIES.

COUNTIES.	Money on hand August 31, 1877.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meetings.	From taxes levied by county supervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Adams	\$1,459 95	\$828 42	\$6,575 75	\$40 80	\$114 12	\$915 87	\$938 65	\$764 39	\$11,559 05
Ashland	1,643 51	.....	.....	.....	1,300 00	407 00	44 28	409 76	3,739 14
Barren	822 25	2,787 49	6,698 58	505 00	7,670 91	482 70	440 17	1,496 88	20,854 56
Bayfield	80 60	.....	.....	.....	.....	.....	98 81	8,018 29	8,197 70
Brown	8,152 89	2,886 18	12,714 54	1,892 31	4,746 78	4,183 41	8,756 02	1,273 42	88,556 40
Buffalo	8,805 60	4,728 48	11,184 15	77 40	2,127 07	3,674 77	2,131 97	4,561 43	37,285 01
Burnett	515 43	359 54	895 99	104 34	133 67	218 97	184 36	90 93	2,503 13
Calumet	5,599 03	2,467 72	12,183 08	134 50	.....	2,208 90	2,490 51	2,185 35	27,279 00
Chippewa	9,170 24	1,863 23	11,388 33	319 05	18,217 29	906 00	1,270 96	9,913 48	49,635 89
Clark	8,024 89	5,776 57	12,581 23	248 34	723 97	2,204 28	1,557 92	6,642 30	39,152 37
Columbia	4,946 81	4,837 60	25,358 53	98 50	1,662 24	3,317 31	3,722 63	5,351 17	43,669 51
Crawford	4,471 06	687 27	9,331 64	340 55	1,436 98	1,813 24	2,081 84	1,870 10	21,890 14
Dane, 1st district	5,770 25	4,388 85	20,076 31	95 00	1,018 30	3,301 60	3,162 67	3,611 50	38,926 81
Dane, 2d district	5,477 11	3,017 07	20,564 96	526 88	858 26	4,254 27	3,571 14	2,237 08	40,475 71
Dodge, 1st district	3,374 80	2,612 67	17,264 74	143 75	1,065 97	2,809 07	2,958 26	2,239 68	32,417 44
Dodge, 2d district	3,667 89	2,827 99	18,149 75	300 70	2,081 75	3,349 08	3,493 75	1,091 89	34,931 79

Door.....	7, 649 04	146 44	752 54	697 66	1, 108 22	1, 399 05	19, 080 86
Douglas.....	819 29	75 00	2, 288 00	1, 161 15	2, 175 86	1, 786 46	1, 870 87
Dunn.....	15, 205 37	485 82	6, 471 89	1, 898 85	1, 745 37	6, 069 57	89, 254 62
Eau Claire.....	25, 217 76	252 92	1, 065 50	6, 123 14	5, 627 94	5, 053 03	55, 832 54
Fond du Lac.....	80, 694 98	271 00	1, 880 71	6, 514 79	6, 141 17	5, 250 96	56, 757 47
Grant.....	50, 477 38	677 14	734 88	3, 091 43	3, 398 25	4, 901 68	87, 995 32
Green.....	24, 108 44	255 82	807 88	1, 704 28	1, 708 71	901 87	47, 890 48
Green Lake.....	11, 718 28	58 90	250 00	3, 853 09	8, 848 89	2, 724 81	19, 735 04
Iowa.....	18, 093 90	358 90	2, 905 90	3, 853 09	8, 848 89	2, 724 81	38, 826 76
Jackson.....	12, 950 78	159 32	949 15	1, 739 91	1, 811 91	2, 456 68	32, 175 18
Jefferson.....	23, 841 98	227 66	807 78	5, 018 80	4, 136 04	3, 725 41	46, 295 39
Juneau.....	11, 684 53	118 86	4, 697 83	2, 018 88	2, 218 88	4, 884 78	33, 088 71
Kenosha.....	10, 351 51	119 38	390 00	3, 870 18	1, 257 63	1, 221 69	21, 696 72
Kewaunee.....	6, 498 17	49 27	1, 609 48	2, 548 56	2, 362 45	151 32	19, 890 96
La Crosse.....	13, 798 82	404 52	1, 160 00	1, 741 68	1, 764 90	2, 247 63	25, 885 87
La Fayette.....	24, 046 91	153 32	3, 014 84	3, 408 35	3, 216 47	4, 776 75	48, 940 89
Lincoln.....	100 00	.....	72 82	.....	84 61	2, 268 88	5, 150 68
Manitowoc.....	25, 255 81	890 50	2, 867 20	1, 858 81	6, 723 11	2, 558 19	74, 202 58
Marathon.....	7, 960 40	158 14	1, 209 68	1, 173 54	892 21	5, 603 15	27, 429 38
Marquette.....	7, 566 20	144 56	.....	1, 352 80	1, 890 87	788 48	13, 565 63
Milwaukee, 1st district.....	76, 070 07	117 50	1, 888 92	2, 413 14	2, 079 68	1, 003 05	27, 971 85
Milwaukee, 2d district.....	7, 717 58	196 00	24 99	3, 022 16	1, 606 67	6, 095 20	18, 992 86
Monroe.....	26, 337 48	189 92	149 47	3, 097 77	3, 169 13	1, 242 60	48, 878 10
Oconto.....	9, 804 31	4 50	1, 052 36	1, 087 28	3, 911 93	7, 869 91	35, 289 81
Outagamie.....	14, 850 67	287 64	668 19	4, 012 86	3, 118 11	1, 822 01	38, 480 41
Ozaukee.....	13, 988 58	274 67	2, 439 52	2, 038 50	2, 938 50	971 88	28, 693 49
Pepin.....	6, 708 53	15 00	439 27	757 41	823 01	855 58	15, 563 12
Pierce.....	19, 601 24	670 14	820 61	1, 716 62	2, 257 95	3, 869 15	37, 001 53
Polk.....	9, 808 99	128 88	1, 286 39	792 47	722 59	2, 403 17	23, 560 66
Portage.....	11, 393 69	70 60	331 69	1, 277 46	1, 437 67	2, 087 72	23, 608 34
Racine.....	12, 294 66	.57 85	1, 959 10	2, 508 97	2, 203 21	1, 963 16	28, 740 54
Richland.....	12, 995 48	112 07	244 41	3, 731 02	3, 174 98	3, 206 56	32, 352 70
Rock, 1st district.....	15, 823 72	169 59	571 10	3, 329 54	1, 930 84	2, 279 20	80, 857 08
Rock, 2d district.....	17, 206 51	61 00	.....	3, 907 25	1, 610 44	4, 431 44	34, 580 81
St. Croix.....	16, 047 16	68 40	2, 346 49	640 12	1, 637 67	1, 739 68	31, 044 35
Sauk.....	84, 060 38	490 69	300 00	4, 538 69	4, 273 09	3, 603 70	61, 639 78
2, 000 25	216 78	7, 649 04	752 54	697 66	1, 108 22	1, 399 05	19, 080 86
7, 475 29	15, 205 37	15, 205 37	2, 288 00	1, 161 15	2, 175 86	1, 786 46	1, 870 87
5, 125 62	25, 217 76	25, 217 76	6, 471 89	1, 898 85	1, 745 37	6, 069 57	89, 254 62
4, 325 50	80, 694 98	80, 694 98	1, 065 50	6, 123 14	5, 627 94	5, 053 03	55, 832 54
5, 362 40	50, 477 38	50, 477 38	1, 880 71	6, 514 79	6, 141 17	5, 250 96	56, 757 47
4, 501 95	24, 108 44	24, 108 44	734 88	3, 091 43	3, 398 25	4, 901 68	87, 995 32
807 88	11, 718 28	11, 718 28	807 88	1, 704 28	1, 708 71	901 87	47, 890 48
3, 180 57	18, 093 90	18, 093 90	2, 905 90	3, 853 09	8, 848 89	2, 724 81	38, 826 76
3, 471 71	12, 950 78	12, 950 78	949 15	1, 739 91	1, 811 91	2, 456 68	32, 175 18
3, 309 11	23, 841 98	23, 841 98	807 78	5, 018 80	4, 136 04	3, 725 41	46, 295 39
2, 470 58	11, 684 53	11, 684 53	4, 697 83	2, 018 88	2, 218 88	4, 884 78	33, 088 71
1, 839 82	10, 351 51	10, 351 51	390 00	3, 870 18	1, 257 63	1, 221 69	21, 696 72
1, 647 00	6, 498 17	6, 498 17	1, 609 48	2, 548 56	2, 362 45	151 32	19, 890 96
1, 034 50	13, 798 82	13, 798 82	1, 160 00	1, 741 68	1, 764 90	2, 247 63	25, 885 87
4, 188 96	24, 046 91	24, 046 91	3, 014 84	3, 408 35	3, 216 47	4, 776 75	48, 940 89
288 55	100 00	100 00	72 82	.....	84 61	2, 268 88	5, 150 68
3, 189 26	25, 255 81	25, 255 81	2, 867 20	1, 858 81	6, 723 11	2, 558 19	74, 202 58
3, 082 97	7, 960 40	7, 960 40	1, 209 68	1, 173 54	892 21	5, 603 15	27, 429 38
430 20	7, 566 20	7, 566 20	.....	1, 352 80	1, 890 87	788 48	13, 565 63
1, 974 09	76, 070 07	76, 070 07	1, 888 92	2, 413 14	2, 079 68	1, 003 05	27, 971 85
2, 231 44	7, 717 58	7, 717 58	24 99	3, 022 16	1, 606 67	6, 095 20	18, 992 86
4, 090 09	26, 337 48	26, 337 48	149 47	3, 097 77	3, 169 13	1, 242 60	48, 878 10
3, 209 00	9, 804 31	9, 804 31	1, 052 36	1, 087 28	3, 911 93	7, 869 91	35, 289 81
2, 376 82	14, 850 67	14, 850 67	668 19	4, 012 86	3, 118 11	1, 822 01	38, 480 41
1, 953 24	13, 988 58	13, 988 58	2, 439 52	2, 038 50	2, 938 50	971 88	28, 693 49
2, 017 50	6, 708 53	6, 708 53	439 27	757 41	823 01	855 58	15, 563 12
3, 039 90	19, 601 24	19, 601 24	820 61	1, 716 62	2, 257 95	3, 869 15	37, 001 53
3, 687 32	9, 808 99	9, 808 99	1, 286 39	792 47	722 59	2, 403 17	23, 560 66
2, 202 27	11, 393 69	11, 393 69	331 69	1, 277 46	1, 437 67	2, 087 72	23, 608 34
2, 070 08	12, 294 66	12, 294 66	1, 959 10	2, 508 97	2, 203 21	1, 963 16	28, 740 54
2, 478 91	12, 995 48	12, 995 48	244 41	3, 731 02	3, 174 98	3, 206 56	32, 352 70
1, 406 28	15, 823 72	15, 823 72	571 10	3, 329 54	1, 930 84	2, 279 20	80, 857 08
1, 511 51	17, 206 51	17, 206 51	.....	3, 907 25	1, 610 44	4, 431 44	34, 580 81
3, 603 98	16, 047 16	16, 047 16	2, 346 49	640 12	1, 637 67	1, 739 68	31, 044 35
5, 634 72	84, 060 38	84, 060 38	300 00	4, 538 69	4, 273 09	3, 603 70	61, 639 78

TABLE No. VII.
FINANCIAL STATISTICS — RECEIPTS.
BY COUNTIES.

COUNTIES.	Money on hand August 31, 1877.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meetings.	From taxes levied by county supervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Adams	\$1,459 95	\$828 42	\$6,575 75	\$40 80	\$114 12	\$915 87	\$938 65	\$764 89	\$11,589 05
Ashland	1,643 51	.....	.....	.....	1,300 00	407 00	44 28	409 76	3,789 14
Barron	322 25	2,737 45	6,698 58	505 00	7,670 91	482 70	440 17	1,496 88	20,354 56
Bayfield	80 60	.....	.....	.....	.....	.....	98 81	3,018 29	3,197 70
Brown	8,152 89	2,886 18	12,714 54	1,892 31	4,746 78	4,183 41	8,756 02	1,273 43	38,556 40
Buffalo	8,805 60	4,728 48	11,184 15	77 40	2,127 07	8,674 77	2,181 97	4,561 43	37,285 01
Burnett	515 43	359 54	595 99	104 94	133 67	218 97	184 86	90 98	2,503 18
Calumet	5,599 03	2,467 72	12,133 08	134 50	.....	2,268 90	2,490 51	2,185 35	27,279 09
Chippewa	9,170 24	1,862 23	11,388 33	819 05	18,217 29	906 00	1,970 96	9,913 48	49,685 89
Clark	8,024 88	5,776 57	12,681 22	248 94	723 97	2,204 28	1,557 92	6,642 80	38,152 87
Columbia	4,946 31	4,337 60	25,358 53	93 50	1,662 24	3,317 31	3,722 63	5,351 17	48,669 51
Crawford	4,471 06	687 27	9,331 64	840 55	1,436 98	1,813 24	2,081 84	1,870 10	21,860 14
Dane, 1st district	5,770 25	4,368 85	20,076 31	95 00	1,018 30	8,301 60	3,162 67	2,611 50	88,926 81
Dane, 2d district	3,477 11	3,017 07	20,564 96	526 88	858 26	4,254 27	3,571 14	2,237 03	40,475 71
Dodge, 1st district	5,274 30	2,612 67	17,264 74	143 75	1,085 97	2,803 07	2,958 26	2,289 68	32,417 44
Dodge, 2d district	3,667 88	2,827 99	18,149 75	309 70	2,081 75	3,349 08	3,493 75	1,091 89	34,931 79

Door.....	5, 927 48	2, 000 25	7, 649 04	146 44	752 54	697 06	1, 108 22	1, 399 05	19, 690 86
Douglas.....	8, 620 88	216 78	8, 819 29	75 00	2, 288 00	1, 161 15	1, 09 47	1, 30 00	1, 870 87
Dunn.....	7, 956 99	7, 475 29	15, 205 37	485 32	6, 471 39	1, 893 35	2, 175 36	1, 786 46	89, 254 63
Eau Claire.....	9, 195 84	5, 125 62	25, 217 76	252 49	1, 065 50	5, 123 14	1, 745 87	6, 669 57	55, 332 54
Fond du Lac.....	11, 690 82	4, 825 50	30, 694 98	271 00	1, 960 71	6, 514 79	5, 627 94	2, 063 68	56, 757 47
Grant.....	6, 243 06	5, 362 40	50, 477 33	677 14	734 83	3, 091 43	3, 193 17	6, 250 96	87, 995 32
Green Lake.....	2, 591 10	4, 501 95	24, 168 44	255 82	250 00	1, 704 28	8, 393 25	4, 901 68	47, 390 48
Iowa.....	5, 090 63	8, 807 38	11, 718 28	58 90	2, 905 90	3, 353 09	1, 703 71	9, 901 37	19, 735 04
Jackson.....	8, 634 97	3, 471 71	18, 093 70	353 00	2, 949 15	3, 353 09	3, 346 39	2, 734 81	88, 526 76
Jefferson.....	5, 949 61	3, 809 11	23, 841 98	159 32	807 73	5, 018 80	1, 811 91	2, 456 68	32, 175 13
Juneau.....	2, 005 18	2, 470 68	11, 684 53	227 66	4, 967 88	2, 013 88	4, 136 04	3, 725 41	46, 295 39
Kenosha.....	6, 656 34	1, 889 82	10, 851 51	118 36	3, 990 00	3, 870 18	2, 213 88	4, 884 79	33, 096 71
Kewaunee.....	4, 325 95	1, 847 00	6, 498 17	49 27	1, 609 43	2, 548 86	1, 257 63	1, 221 69	21, 696 72
La Crosse.....	4, 293 80	1, 034 50	13, 738 82	404 52	1, 069 43	1, 741 68	2, 382 45	2, 247 65	19, 690 96
La Fayette.....	5, 737 68	4, 185 96	24, 046 91	153 32	3, 014 84	3, 408 25	1, 764 90	4, 776 75	23, 886 37
Lincoln.....	2, 886 37	288 55	100 00	.....	72 82	.....	3, 216 47	2, 268 33	48, 540 89
Manitowoc.....	19, 526 52	3, 189 26	25, 255 81	860 50	2, 867 29	1, 358 81	6, 723 11	2, 558 19	5, 160 63
Marathon.....	1, 097 25	3, 082 97	7, 960 40	158 14	1, 209 68	1, 173 54	892 21	5, 603 15	74, 292 58
Marquette.....	1, 908 07	430 20	7, 566 20	144 56	.....	1, 352 30	1, 380 87	783 43	27, 489 38
Milwaukee, 1st district.....	4, 785 85	1, 974 09	76, 070 07	117 50	1, 888 92	2, 413 14	2, 079 68	1, 093 05	13, 565 63
Milwaukee, 2d district.....	3, 291 02	2, 231 44	7, 717 58	196 00	1, 24 99	3, 023 16	1, 606 67	6, 095 20	16, 992 86
Monroe.....	6, 597 84	4, 096 09	26, 337 48	189 92	140 47	3, 097 77	3, 169 13	1, 243 60	48, 878 10
Oconto.....	7, 500 62	3, 209 00	9, 804 21	4 50	1, 952 36	1, 087 28	3, 911 93	7, 869 91	35, 289 81
Ontargamie.....	6, 804 11	2, 376 82	14, 350 67	287 64	663 19	4, 012 86	3, 113 11	1, 823 01	33, 480 41
Ozaukee.....	8, 428 99	1, 053 24	18, 989 36	274 67	2, 646 27	2, 038 50	2, 903 00	1, 971 82	28, 693 49
Peplin.....	3, 846 57	2, 017 50	6, 708 53	15 00	439 52	757 41	823 01	955 58	15, 563 12
Pierce.....	8, 068 73	3, 039 90	19, 601 24	670 14	320 61	1, 716 62	2, 257 95	2, 869 15	37, 001 53
Polk.....	4, 784 85	3, 687 32	9, 803 99	128 88	1, 286 39	7, 792 47	732 59	2, 403 17	23, 560 66
Portage.....	3, 837 63	2, 202 27	11, 393 69	70 00	331 69	1, 277 46	1, 437 67	2, 087 72	23, 608 94
Racine.....	4, 083 70	2, 070 08	12, 294 66	57 35	1, 959 10	2, 503 97	2, 203 21	1, 983 16	28, 740 54
Richland.....	6, 325 97	2, 473 91	12, 905 48	112 07	244 41	8, 731 02	8, 174 38	3, 298 56	32, 352 70
Rock, 1st district.....	5, 347 81	1, 406 28	15, 323 72	169 59	571 10	3, 329 54	1, 980 34	2, 279 20	80, 337 08
Rock, 2d district.....	5, 342 66	1, 511 51	17, 206 51	61 00	.....	3, 967 25	1, 610 44	4, 431 44	34, 530 81
St. Croix.....	6, 528 35	3, 603 98	16, 647 16	68 40	2, 346 49	640 12	1, 637 67	1, 739 68	81, 044 35
Sauk.....	8, 664 51	5, 634 72	34, 069 38	490 69	300 00	4, 588 69	4, 273 09	3, 668 70	61, 639 73

TABLE No. VII.—*Financial Statistics — Receipts — continued.*

COUNTIES.	Money on hand August 31, 1877.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meetings.	From taxes levied by county supervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Shawano	\$3,364 77	\$709 38	\$4,305 75	\$10 00	\$750 31	\$552 61	\$673 82	\$840 19	\$9,294 86
Sheboygan	5,475 10	1,979 32	22,272 37	88 22	1,495 58	3,903 08	4,597 97	3,007 18	42,776 59
Taylor	455 21	892 63	1,369 00	.....	456 37	.....	77 30	2,242 51	6,082 02
Trempealeau	8,237 05	3,862 70	17,209 97	161 53	1,085 99	2,302 75	2,388 24	6,563 28	41,868 65
Vernon	6,972 39	2,862 94	42,515 89	499 15	869 13	3,474 91	3,541 91	2,312 64	38,237 39
Walworth	6,764 94	3,334 18	17,684 51	155 80	100 00	3,552 35	3,828 15	3,595 64	63,418 73
Washington	2,407 47	4,260 14	15,908 42	198 80	1,399 90	6,684 91	4,112 44	2,293 00	37,265 08
Waukesha	7,388 49	6,391 87	30,637 49	641 00	291 35	3,925 97	4,243 50	6,313 06	64,112 73
Waupaca	5,539 20	3,322 38	21,493 42	287 77	614 92	2,763 26	2,773 58	1,964 32	37,741 85
Waushara	3,518 70	2,445 19	8,640 94	221 18	451 25	2,743 20	1,556 65	1,563 32	21,450 38
Winnebago	8,659 50	5,185 88	20,962 38	208 14	301 86	4,128 17	3,583 04	2,386 04	51,121 06
Wood	1,823 29	835 01	4,084 11	.....	373 77	39 59	277 58	1,507 31	8,945 26
Totals	341,121 30	181,939 18	984,984 40	15,224 15	82,009 89	161,867 33	155,965 96	181,191 37	2,096,078 68

TABLE No. VIII.
FINANCIAL STATISTICS — DISBURSEMENTS.
By COUNTIES.

COUNTIES.	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total amount paid out during the year.	Money on hand August 31, 1877.
Adams	\$559 36	\$136 16	\$2,681 45	\$5,485 26	\$291 86	\$16 21	\$226 11	\$10,414 09	\$1,316 69
Ashland.....	156 60	.....	2,050 50	290 00	.....	268 81	557 57	3,313 47	1,428 04
Barron	5,339 30	688 60	8,516 54	8,559 58	573 44	895 90	2,834 84	16,473 02	4,057 33
Bayfield	100 55	.....	800 00	150 00	1,681 73	.....	235 58	2,987 86	209 84
Brown	2,734 84	490 68	9,606 32	1,717 42	8,010 09	465 23	2,906 19	53,400 78	6,765 76
Buffalo	6,468 62	181 65	1,047 25	6,508 15	692 03	1,420 14	2,795 13	34,017 38	7,155 57
Burnett	229 23	114 15	343 00	321 00	61 00	11 75	114 26	1,697 39	4,805 74
Calumet	3,385 06	113 40	7,988 40	8,093 25	501 41	183 08	2,172 47	22,436 07	4,884 02
Chippewa.....	2,761 63	372 48	10,542 07	14,119 76	2,627 68	552 04	4,768 76	35,746 39	13,945 50
Clark	7,882 95	417 40	5,473 10	10,626 40	2,808 01	949 23	2,724 26	30,587 87	7,786 85
Columbia	4,064 97	73 30	18,384 39	18,276 27	2,984 98	773 11	5,786 19	43,996 43	4,942 60
Crawford	1,633 58	384 36	5,966 79	7,326 50	718 69	307 97	1,484 85	15,431 23	4,028 81
Dane, 1st district.....	2,123 20	125 31	12,242 12	12,871 60	478 80	311 25	3,642 64	31,018 90	6,311 30
Dane, 2d district.....	2,167 00	40 00	11,199 50	16,196 01	866 67	863 18	4,415 40	35,666 26	4,909 45
Dodge, 1st district.....	2,360 33	67 99	10,708 50	10,667 50	475 67	142 98	3,960 90	28,983 87	3,453 57
Dodge, 2d district.....	3,026 88	455 35	10,728 63	13,326 78	768 27	1,036 56	3,415 81	32,758 54	2,378 37

TABLE No VIII.— *Financial Statistics — Disbursements — continued.*

COUNTIES.	For building and repairing.	For apparatus and library.	For service of male teachers.	For service of female teachers.	For old indebtedness.	For furniture, register and records.	For all other purposes.	Total amount paid out during the year.	Money on hand August 31, 1876.
Door.....	\$3,408 45	\$188 40	\$4,201 05	\$4,989 21	\$468 59	\$300 09	\$1,799 52	14,259 31	5,421 87
Douglas.....	26 50	15 70	750 00	542 67	65 00	1 65	1,199 45	1,600 97	2,289 90
Dunn.....	4,778 71	298 00	8,698 50	13,731 13	1,167 11	815 11	8,128 53	32,604 22	7,126 90
Eau Claire.....	7,131 04	169 00	10,402 35	17,675 55	3,570 67	536 30	5,239 73	44,704 04	10,627 90
Fond du Lac.....	3,333 34	352 10	14,291 75	25,520 25	1,219 60	734 09	4,568 03	47,820 04	9,615 94
Grant.....	5,475 60	1,146 17	22,947 90	32,309 12	4,247 64	1,130 75	8,628 59	75,935 77	12,059 55
Green.....	2,504 17	217 54	13,640 00	16,359 68	1,945 78	416 66	5,403 96	40,987 79	6,402 69
Green Lake.....	847 66	120 85	5,076 47	7,967 24	435 96	196 50	2,143 71	16,793 39	2,941 65
Iowa.....	6,186 79	193 78	9,053 00	14,550 34	413 23	634 90	3,239 24	38,226 24	4,928 50
Jackson.....	4,846 20	106 73	5,928 25	11,769 75	315 84	230 00	3,543 15	27,231 92	4,924 31
Jefferson.....	3,871 79	359 22	13,647 50	17,097 50	528 65	606 35	5,298 10	41,233 26	6,595 65
Juneau.....	7,304 55	67 62	7,489 00	12,193 47	458 85	216 17	2,617 54	30,343 20	2,746 51
Kenosha.....	2,109 61	33 90	5,684 09	7,575 87	493 42	341 16	2,005 19	17,696 02	2,921 17
Kewaunee.....	2,095 55	76 09	5,814 03	4,945 20	83 45	441 31	1,464 42	15,009 87	4,888 80
La Crosse.....	1,095 55	2 60	9,439 50	6,816 94	288 34	361 29	2,311 72	20,565 80	4,819 57
La Fayette.....	5,294 35	88 00	14,417 29	16,292 77	626 61	741 08	5,471 22	48,051 22	5,498 87
Lincoln.....	1,991 05	.....	1,665 00	1,006 75	452 00	92 75	6,471 47	5,649 02	1,279 97
Manitowoc.....	4,212 00	406 49	28,549 61	15,723 27	352 58	1,239 03	5,876 22	56,484 27	17,718 50
Marathon.....	4,331 66	344 34	6,904 86	6,065 62	1,124 82	534 27	4,109 79	22,297 17	8,006 89

Marquette	1,065 92	145 50	2,689 17	6,089 28	189 78	85 98	1,251 77	11,417 85	2,148 28
Milwaukee, 1st district	581 76	90 30	5,860 64	7,888 00	622 20	104 86	1,974 55	17,071 87	4,899 98
Milwaukee, 2d district	2,765 79	19 00	5,951 50	4,465 50	1,393 08	91 95	1,561 65	16,270 95	2,741 09
Monroe	6,079 81	264 77	11,842 82	18,317 67	998 21	408 32	4,170 14	42,031 75	7,846 35
Oconto	2,124 02	31 85	6,801 12	9,806 55	619 78	275 88	5,705 51	25,864 71	9,925 10
Ontonagon	2,341 55	223 26	6,567 98	18,423 00	1,202 99	070 76	2,822 62	27,250 56	6,179 85
Ozaukee	2,448 11	145 88	15,659 00	4,061 00	1,125 60	701 52	2,047 15	25,983 80	2,865 86
Peplin	3,370 66	.....	2,995 00	5,026 00	650 60	428 13	1,108 12	18,578 51	1,984 61
Pierce	3,784 94	461 45	9,814 98	10,381 75	778 44	547 42	2,870 38	28,887 99	8,675 76
Polk	3,795 11	451 56	3,726 00	6,764 01	1,210 65	385 52	1,739 87	18,402 10	5,158 50
Portage	2,812 26	112 30	4,492 25	9,163 31	374 16	218 83	1,401 63	18,312 64	4,395 70
Racine	3,661 85	52 92	5,688 75	12,734 75	145 38	323 73	3,866 65	26,572 37	8,756 67
Richland	3,511 07	203 95	8,702 21	12,087 55	504 59	287 60	2,528 18	27,825 35	6,069 26
Rock, 1st district	1,786 07	1,191 57	6,757 35	11,877 87	108 78	170 44	3,497 89	25,449 97	4,950 83
Rock, 2d district	2,211 00	204 75	6,666 87	14,058 92	414 98	681 44	4,439 87	28,627 73	5,928 67
St. Croix	5,387 90	180 31	8,279 50	10,412 74	883 60	493 52	2,782 94	25,946 88	5,646 89
Sauk	4,499 63	376 43	16,408 48	23,483 56	1,793 96	1,067 36	5,364 12	52,993 54	2,933 56
Shawano	1,054 10	80 05	2,782 05	2,943 00	486 25	54 50	566 59	7,534 54	6,342 11
Sheboygan	2,770 99	185 95	15,281 90	12,916 24	1,207 03	512 54	8,625 29	36,496 97	181 88
Taylor	1,162 72	23 00	180 00	1,585 80	736 92	277 13	1,545 83	5,946 47	12,309 22
Trempealeau	3,123 53	77 70	9,687 41	10,449 06	824 34	737 25	4,550 54	29,574 43	5,927 76
Vernon	2,680 98	514 52	10,629 13	12,204 20	942 07	1,295 90	4,042 83	32,309 63	7,836 62
Walworth	3,011 24	279 99	17,327 93	25,925 52	1,038 83	675 23	7,124 18	55,089 08	4,223 64
Washington	3,232 16	194 67	13,844 82	10,210 31	1,748 45	592 29	33,031 24	33,031 44	8,240 96
Waukesha	14,349 84	158 84	15,432 95	20,519 03	1,052 26	1,154 86	6,194 66	55,181 44	6,784 28
Waupaca	3,546 80	235 19	7,838 88	14,007 46	670 47	404 98	2,257 87	31,307 72	1,599 19
Waushara	2,740 00	236 95	5,009 00	9,289 95	90 45	202 45	1,987 26	19,851 19	8,208 85
Winnebago	4,398 71	167 34	9,854 00	15,854 14	1,661 45	501 32	4,210 55	85,827 88	2,341 72
Wood	542 15	14 26	1,022 00	2,780 23	946 49	211 19	607 09	6,503 51	
Totals	\$210,054 47	\$14,155 97	\$535,545 60	\$682,789 06	\$61,462 10	\$20,673 37	\$202,946 57	\$1,768,024 47	\$852,528 36

TABLE No. IX.
TEXT-BOOKS.

COUNTIES.	SPELLERS.				READERS.				ARITHMETICS.				GEOGRAPHIES.						
	Sanders'.	Sanders' Union.	McGuffey's.	National.	Willson's.	Sanders'.	Sanders' Union.	McGuffey's.	New American.	National.	Ray's.	Robinson's.	Davies'.	Thompson's.	Monteth & McNally's.	Mitchell's.	Cornell's.	Guyot's.	Monteth's.
Adams	25	28	2	15	22	41	41	10	87	10	87	1	8	3	23	17	1	20	20
Ashland	1	16	3	1	1	1	18	16	8	16	8	4	1	1	16	11	1	1	1
Barron	1	1	3	1	5	13	13	1	1	1	1	4	1	1	1	1	1	1	1
Bayfield	1	1	3	1	5	13	13	1	1	1	1	4	1	1	1	1	1	1	1
Brown	4	4	80	74	4	4	33	48	12	48	12	1	1	1	26	11	1	1	74
Buffalo	4	4	80	74	4	4	33	48	12	48	12	1	1	1	26	11	1	1	74
Burnett	81	81	24	24	24	1	4	4	1	4	1	75	1	1	1	1	1	1	74
Calumet	81	81	24	24	24	1	4	4	1	4	1	75	1	1	1	1	1	1	74
Chippewa	7	6	5	5	5	8	8	15	15	15	15	11	11	8	8	8	8	8	86
Clark	83	24	17	17	67	83	83	8	102	8	102	4	4	12	62	26	1	1	14
Columbia	42	10	13	13	44	6	6	2	102	2	102	4	4	12	62	26	1	1	7
Crawford	101	3	14	5	89	4	4	13	89	13	89	14	14	18	4	44	1	1	4
Dane—	89	3	14	5	74	4	4	13	76	13	76	11	11	18	4	44	1	1	4
1st district....	89	3	14	5	74	4	4	13	76	13	76	11	11	18	4	44	1	1	4
2d district....	89	3	14	5	74	4	4	13	76	13	76	11	11	18	4	44	1	1	4

TABLE No. IX. — *Text-Books* — continued.

COUNTIES.	SPELLERS.					READERS.				ARITHMETICS.				GEOGRAPHY.				
	Banders' Union.	McGuffey's.	National.	Willson's.	Banders' Union.	Banders' Union.	Banders' Union.	McGuffey's.	New American.	National.	Ray's.	Robinson's.	Davies'.	Thompson's.	Monteith and McNeil's.	Mitchell's.	Cornell's.	Guyot's.
Rock, 1st dist...	2	36	5	...	88	11	5	...	49	42	8	3	1	...	7	43	...	14
Rock, 2d dist...	7	38	6	...	44	8	9	...	31	41	8	8	5	...	19	39	...	16
St. Croix	56	4	8	...	33	...	31	...	2	28	2	51	...	28	4	...	...	40
Sank	14	88	27	...	86	...	86	...	13	71	78	8	...	24	10	...	17	49
Shawano	6	1	4	...	1	2	5	...	3	10	3	8	...	3	7	...	1	1
Sheboygan	87	7	9	...	15	...	24	...	2	28	66	2	...	32	16	...	...	18
Taylor	8	...	...	...	6	...	...	...	...	...	3	2	...	...	5	...	...	...
Trempealeau	7	...	60	...	3	...	63	...	...	8	8	60	5	56	...	...	...	...
Vernon	44	11	7	...	39	11	8	...	127	1	2	1	...	51	...	...	1	69
Walworth	111	59	5	...	108	67	1	...	...	123	2	2	...	51	78	14	7	17
Washington	82	5	9	...	7	12	3	...	50	47	23	1	...	12	...	7	...	63
Waukesha	93	10	9	...	2	2	9	...	12	36	4	4	56	...	27	50	1	8
Waupaca	63	7	4	...	20	10	15	...	12	10	18	18	42	3	5	40	12	23
Waushara	70	...	5	...	82	...	...	...	3	43	...	...	...	...	43	...	...	...
Winnebago	57	24	6	...	58	20	20	...	14	65	...	...	...	38	8	8	...	16
Wood	6	7	6	...	...	2	8	...	3	8	...	...	...	...	17	7	...	...
Totals	2,086	743	553	110	1,569	908	541	45	791	1,491	1,543	858	461	831	856	653	59	1,154

TABLE No. IX.—*Test-Books*—continued.

COUNTIES.	HISTORY U. S.					GRAMMAR.					PHYSIOLOGY.			ALGEBRA.		
	Swinton.	Willard.	Goodrich.	Barnes' Brief.	Clark.	Swinton.	Harvey.	Pinneo.	Kerrl.	Cutter.	Steele.	Davies.	Robinson.	Ray.		
Adams.....	2	1	15	15	14	8	8	.....	14	.....	.....	.....	.....	.....
Ashland.....	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....	
Barron.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Bayfield.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brown.....	9	15	6	.....	.....	6	.....	11	.....	.....	.....	.....	.....	.....
Buffalo.....	.....	1	.....	36	57	9	.....	.....	.....	1	.....	.....	2	.....	
Burnett.....	1	.....	.....	2	4	2	.....	.....	.....	.....	.....	.....	.....	.....
Calumet.....	27	8	2	2	6	21	11	.....	4	.....	.....	.....	.....	.....
Chippewa.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark.....	4	.....	.....	9	5	7	.....	.....	10	.....	.....	.....	.....	.....
Columbia.....	10	.....	53	31	26	14	.....	.....	.....	.....	.....	.....	.....	.....
Crawford.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dane, 1st district.....	10	.....	35	8	21	7	4	4	44	2	.....	.....	.....	.....
Dane, 2d district.....	89	.....	.....	36	26	27	4	.....	54	1	.....	.....	.....	.....
Dodge, 1st district.....	.....	.....	64	.....	38	.....	.....	.....	43	20	.....	.....	.....	.....
Dodge, 2d district.....	9	14	8	19	61	8	.....	.....	10	8	.....	.....	.....	.....
Door.....	.....	.....	19	.....	1	.....	.....	7	12	.....	.....	.....	.....	.....

TABLE No. IX. — *Text-Books*—continued.

COUNTIES.	HISTORY U. S.				GRAMMAR.				PHYSIOLOGY.		ALGEBRA.			
	Swinton.	Willard.	Goodrich.	Barnes' Brief.	Clark.	Swinton.	Harvey.	Pinneo.	Kerl.	Cutter.	Steele.	Davies.	Robinson.	Ray.
Douglas.....				2	7	2			87			3	1	2
Dunn.....	38		2	4	85	7			2					
Eau Claire.....	7		9	8	11	10	7		2		1		6	
Fond du Lac.....	5		72	24	10		26		83	18			2	4
Grant.....														
Green.....	18		20		7	28	10			4	2		2	9
Green Lake.....	13		30		86				28				15	
Iowa.....	13		7	14	13	84	10	15	22	2		1	3	
Jackson.....	18	1	4	4	24	4	2	2	7			1	1	
Jeffers'n.....	11	4	28	16	55	16			14	2	1	6	4	
Juneau.....			15	37	11			7	87	3	1	2	9	
Kenosha.....	11		17			12			86				1	
Kewaunee.....	1		10					11	5			1		
La Crosse.....	10		3	4	26	1	2	13		3		2	3	
La Fayette.....	8		48	11		12	10		81	3			4	6
Lincoln.....	1						7							
Manitowoc.....	20		21	7		9	11	12	80		1	1	1	1
Marathon.....	18		4	5	16		20					2		
Marquette.....			23		21				11					

Millwaukee, 1st district.....	5	3	12	7	2	5	2	4	2	8	1	1	
Millwaukee, 2d district.....	7	.....	18	7	.....	5	.....	10	1	1	.....	1
Monroe.....	4	.....	28	29	8	8	8	17	5	2	12	1
Oconto.....	3	1	2	3	3	19	3	10	4	.....	2	1
Outagamie.....	.....	.....	30	26	36	.....	.....	6	.....	.....	2	.....
Ozaukee.....	9	3	8	18	2	8	2	4	1	1	4	.....
Pepin.....	5	.....	.....	1	3	.....	.....	.....	.....	2	3	.....
Pierce.....	.....	.....	28	14	.....	.....	.....	30	1	1	13	.....
Polk.....	2	.....	5	11	7	.....	.....	2	.....	1	.....	.....
Portage.....	2	.....	15	12	14	15	.....	4	.....	.....	2	2
Racine.....	13	.....	18	18	18	.....	.....	19	.....	.....	4	.....
Richland.....	20	.....	48	.....	2	.....	.....	4	.....	.....	.....	.....
Rock, 1st district.....	8	.....	23	9	21	10	5	19	6	.....	9	.....
Rock, 2d district.....	20	.....	19	1	11	14	4	4	2	1	8	1
St. Croix.....	2	15	7	6	.....	.....	.....	.....	.....	2	2	2
Sauk.....	30	.....	35	17	42	15	.....	37	4	.....	6	.....
Shawano.....	6	.....	1	3	8	.....	.....	4	.....	.....	.....	.....
Sheboygan.....	3	.....	11	42	18	5	.....	52	.....	.....	3	.....
Taylor.....	2	.....	1	.....	.....	.....	.....	3	.....	.....	.....	.....
Trempealeau.....	13	.....	2	10	36	.....	.....	8	6	8	.....	2
Vernon.....	41	.....	4	11	12	.....	.....	54	5	1	.....	7
Walworth.....	51	.....	15	6	13	3	.....	82	9	.....	19	.....
Washington.....	1	.....	55	2	38	6	.....	7	14	.....	6	2
Waukesha.....	37	9	41	35	11	2	.....	39	2	.....	10	.....
Waupaca.....	3	.....	19	12	.....	3	.....	36	.....	.....	.....	.....
Waushara.....	4	.....	39	15	.....	4	.....	40	9	.....	10	.....
Winnebago.....	6	.....	16	11	.....	.....	.....	32	.....	1	.....	.....
Wood.....	11	.....	.....	11	4	.....	.....	.....	.....	.....	.....	.....
Totals.....	607	70	994	500	912	228	194	1,161	119	19	54	232	78

TABLE NO. X.
SPECIAL STATISTICS OF SCHOOL ATTENDANCE, ETC.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 20 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 20 years of age who have attended school.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of intellect.
Adams.....	551	1,243	664	401	1,129	496	1	6	6
Ashland.....	98	130	36	73	105	23	1	1	1
Barron.....	360	688	259	216	574	141	.....	.....	.....
Bayfield.....	110	103	70	.....	.....	.....	.....	.....	.....
Brown.....	2,459	4,412	2,373	1,354	3,448	651	4	10	13
Buffalo.....	1,576	3,104	1,270	744	2,366	594	2	7	8
Burnett.....	171	247	98	48	164	57	.....	.....	.....
Calumet.....	1,694	3,039	1,551	848	2,266	542	3	3	4
Chippewa.....	1,347	2,032	899	863	1,733	360	1	4	4
Clark.....	771	1,326	692	366	1,203	329	3	8	1
Columbia.....	1,874	4,148	2,403	1,253	3,623	1,585	3	9	7
Crawford.....	1,196	2,417	1,330	741	2,026	813	4	5	4
Dane — 1st District.....	1,634	3,371	1,933	1,017	2,760	990	8	6	11
Dane — 2d district.....	1,911	4,039	2,733	1,054	3,233	1,357	7	9	14
Dodge — 1st District.....	1,681	3,619	2,197	928	2,749	1,022	1	1	10
Dodge — 2d district.....	2,215	4,027	2,451	920	2,573	898	2	5	9
Door.....	1,036	1,663	755	434	1,210	435	1	3	7

Douglas.....	70	182	76	88	98	44	.....	7	.....	8
Dunn.....	1,569	2,471	1,806	809	2,310	623	.....	4	.....	3
Eau Claire.....	1,840	2,397	1,243	731	2,194	683	.....	7	.....	17
Fond du Lac.....	2,829	5,787	3,805	1,700	4,616	1,504	11	.....	.....	26
Grant.....	3,823	7,677	4,889	2,387	6,655	2,403	.....	23	.....	5
Green.....	1,693	3,948	2,150	1,288	3,509	1,556	.....	2	.....	5
Green Lake.....	941	1,917	1,183	574	1,557	1,585	.....	2	.....	14
Iowa.....	2,035	4,160	2,523	1,126	3,320	1,373	.....	1	.....	6
Jackson.....	1,065	2,191	1,007	484	1,794	657	.....	2	.....	8
Jefferson.....	2,848	4,891	2,798	1,190	3,478	1,322	.....	10	.....	6
Juneau.....	1,848	2,760	1,513	845	2,458	1,022	.....	3	.....	10
Kenosha.....	708	1,544	867	389	1,375	426	.....	.....	.....	4
Kewaunee.....	1,790	3,101	1,158	912	1,760	549	.....	6	.....	11
La Crosse.....	1,214	2,271	1,360	572	1,811	618	.....	5	.....	7
La Fayette.....	2,010	4,052	2,695	1,247	3,375	1,372	.....	7	.....	10
Lincoln.....	106	151	93	106	180	83	.....	.....	.....	.....
Manitowoc.....	4,287	7,580	4,066	2,051	5,418	708	.....	11	.....	14
Marathon.....	969	1,576	672	457	1,216	149	.....	9	.....	4
Marquette.....	945	1,632	1,048	411	1,411	461	.....	8	.....	2
Milwaukee, 1st district.....	1,087	2,001	1,139	519	1,383	238	.....	7	.....	2
Milwaukee, 3d district.....	897	1,902	1,059	373	1,207	173	.....	2	.....	1
Monroe.....	1,962	3,980	2,027	1,099	3,472	1,222	.....	4	.....	11
Oconto.....	897	1,611	642	475	1,210	220	.....	3	.....	7
Ouzargmie.....	2,267	3,785	2,029	1,208	2,913	770	.....	2	.....	5
Ozaukee.....	1,904	3,429	1,881	895	2,408	861	.....	2	.....	11
Pepin.....	1,615	1,153	589	359	910	366	.....	4	.....	3
Pierce.....	1,477	2,977	1,625	764	2,444	820	.....	14	.....	11
Polk.....	698	1,380	564	316	1,037	289	.....	2	.....	.....
Portage.....	1,042	2,039	914	524	1,494	478	.....	.....	.....	2
Racine.....	1,400	2,656	1,563	849	2,091	655	.....	4	.....	10
Richland.....	1,754	3,359	2,185	1,217	2,948	1,272	.....	3	.....	19
Rock, 1st district.....	304	1,975	1,314	610	1,862	780	.....	2	.....	4
Rock, 2d district.....	843	1,976	1,284	502	1,855	795	.....	2	.....	8
St. Croix.....	1,226	2,468	1,266	712	2,146	596	.....	1	.....	7
S. uk.....	2,587	5,094	2,847	1,371	4,301	1,693	.....	5	.....	17
Shawano.....	406	1,300	511	337	843	149	.....	2	.....	7

TABLE No. X.—*Special Statistics of School Attendance, etc.*—continued.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 20 years of age in the county.	No. of children between 4 and 7 years of age who have attended school.	No. of children between 7 and 15 years of age who have attended school.	No. of persons between 15 and 20 years of age who have attended school.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of intellect.
Sheboygan	2,745	5,253	3,254	1,542	4,116	1,270	5	20	14
Taylor	126	177	70	105	151	27	1	2	.....
Trempealeau	1,585	3,053	1,714	748	2,186	876	8	8	3
Vernon	2,366	4,469	2,299	1,195	3,522	1,509	.....	6	14
Walworth	1,938	4,287	2,815	1,285	3,872	1,702	2	7	10
Washington	2,477	4,209	2,615	1,308	3,165	753	4	10	4
Waukesha	2,504	4,906	3,137	1,495	4,006	1,612	.....	5	10
Waupaca	1,772	3,235	1,860	911	2,932	383	1	8	16
Waushara	1,195	2,188	1,499	662	1,884	961	1	4	6
Winnebago	1,616	3,418	2,231	781	2,818	868	1	2	6
Wood	525	809	363	204	668	116	.....	2	2
Totals	92,745	178,763	102,561	50,442	142,454	47,763	137	317	464

TABLE No. XI.

NUMBER OF CERTIFICATES ISSUED.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade	3d Grade.	
Adams		4	21		1	57	83
Ashland							
Barron		2	22		8	43	70
Bayfield			2			2	4
Brown							
Buffalo	2	9	56		1	70	137
Burnett			3			7	10
Calumet	3		27		1	54	85
Chippewa	2	5	36		2	101	146
Clark	2	6	22	1	6	59	96
Columbia	2	12	119		7	250	390
Crawford	3		33	1	1	68	106
Dane, 1st district	3	12	90	4	14	112	235
Dane, 2d distr ct.	3	8	67	4	11	109	203
Dodge, 1st district	2	23	50	3	16	98	192
Dodge, 2d district	5	7	20	1	3	68	104
Door		1	25		1	28	55
Douglas					1	8	9
Dunn	5	2	54		5	97	163
Eu Claire	3	1	40	1	2	124	171
Fond du Lac	4	30	90	3	70	125	322
Grant	9	14	84	1	8	257	373
Green	1	5	78		5	106	193
Green Lake	4	7	25	6	10	80	132
Iowa		4	43		1	122	170
Jackson	2	1	34	3	7	107	154
Jefferson	7	9	76		13	170	275
Juneau	3	7	39		4	113	166
Kenosha	3	4	27		6	59	99
Kewaunee		5	30		1	82	68
La Crosse	2	7	47	1		54	111
La Fayette	5	6	80	3	11	117	222
Lincoln	1		3			9	13
Manitowoc	1	2	81	1	2	61	143
Marathon	1	2	37			44	84
Marquette		4	6	2	11	48	69
Milwaukee, 1st district	6	4	13		9	41	73
Milwaukee, 2d district	1		19		1	27	43
Monroe	1	17	59		2	151	230
Oconto	2	2	19		5	42	70
Outagamie		4	40			81	125
Ozaukee	2	2	52			25	81
Pepin	2	3	18		9	47	79
Pierce	12	12	54		9	176	253
Polk	3	2	23	8	8	49	83
Portage		5	23		3	99	140
Racine	3	3	35		13	87	141

TABLE No. XI.— *Number of Certificates Issued*— continued.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.	
Richland		4	58		5	123	185
Rock, 1st district	4	11	64	2	16	145	242
Rock, 2d district.....	1	9	42	1	11	124	188
St. Croix	1	5	36	1	6	78	127
Sauk	1	4	69		2	156	233
Shawano	1		18	1	1	28	49
Sheboygan	2	4	65			121	192
Taylor	1					14	15
Trempealeau		4	44		2	78	128
Vernon	5	6	68			107	186
Walworth	6	4	70	2	7	149	238
Washington	2	4	38			57	102
Waukesha	5	4	47	1	4	160	221
Waupaca	5	2	28	1	4	126	186
Waushara	4	6	85		9	131	185
Winnebago	2	4	45		8	115	174
Wood		3	18			37	68
Totals.....	140	338	2,555	47	358	5,421	8,559

TABLE No. XII.
TEACHERS' INSTITUTES.

COUNTIES.	Where held.	By Whom Conducted.	When Held.
Adams	Friendship	D. McGregor	Oct. 25
Barron	Rice Lake	J. B. Thayer	Oct. 1
Brown	West De Pere	A. A. Spencer	Sept. 3
Buffalo	Alma	A. Earthman	Aug. 27
Calumet	Chilton	Graham, Walker & Min- aghan	Aug. 13
Chippewa	Chippewa Falls	J. B. Thayer	Aug. 20
Clark	Greenwood	J. B. Thayer	Aug. 13
Columbia	Portage	D. McGregor	April 2
Crawford	Mt. Sterling	D. McGregor and A. F. North	Sept. 3
Dane, 1st dist	San Prairie	D. McGregor	Mch 19
Dane, 2d dist	Oregon	R. Graham	Mch 19
Dodge, 1st dist	Juneau	R. Graham	Apr 10
Dodge, 2d dist	Horicon	A. Salisbury	Oct. 1
Door	Sturgeon Bay	A. Salisbury	Sept. 24
Dunn	Menomonie	J. B. Thayer	Apr 2
Eau Claire	Augusta	J. B. Thayer	Mch 26
Eau Claire	Eau Claire	Parker and Reynolds	Aug. 3
Grant	Platteville	Geo. Beck and G. M. Guernsey	Aug. 13
Grant	Bloomington	D. McGregor	Oct. 23
Green	Albany	N. C. Twining	Aug. 20
Green Lake	Dartford	R. Graham	Sept. 25
Iowa	Dodgeville	D. McGregor	Apr. 9
Iowa	Arena	D. McGregor	Oct. 15
Jackson	Black River Falls	Smith and De La Matyr	Aug. 20
Jefferson	Fort Atkinson	A. Salisbury	Mch 19
Juneau	Wonewoc	D. McGregor	Mch 26
Juneau	Elroy	D. McGregor and O. L. Frawley	Aug. 13
Kenosha	Kenosha	A. Salisbury	Aug. 27
Kewaunee	Kewaunee	R. Graham	Oct. 15
La Crosse	West Salem	J. B. Thayer	Oct. 8
La Fayette	Shullsburg	D. McGregor	Apr 16
La Fayette	Darlington	J. H. Terry and H. Jane	Aug. 20
Manitowoc	Manitowoc	R. Graham	Aug. 27
Marathon	Wausau	R. Graham	Sept. 3
Marquette	Westfield	A. Salisbury	Apr. 9
Marquette	Packwaukee	R. Graham	Sept. 24
Monroe	Sparta	R. Graham	Apr. 16
Oconto	Oconto	R. Graham	Oct. 8
Outagamie	Appleton	H. Barns and R. H. Schmidt	Aug. 13
Ozaukee	Port Washington	C. F. Viebahn and Chas. Lau	Aug. 20
Pepin	Durand	J. B. Thayer	Apr. 9
Pepin	Durand	Earthman and Miller	Aug. 20
Pierce	Rock Elm Center	J. B. Thayer	Mch 6
Polk	St. Croix Falls	J. B. Thayer	Sept. 10
Portage	Stevens' Point	A. J. Hutton and J. K. McGregor	Aug. 6
Racine	Rochester	A. Salisbury	S pt. 10
Richland	Richland Center	A. Salisbury	Apr. 23
Richland	Richland Center	Salisbury and Johnson	Aug. 13

TABLE NO. XII. — *Teachers' Institutes* — continued.

COUNTIES.	Where Held.	By Whom Conducted.	Where Held.
Rock, 1st dist.....	Evansville.....	D. McGregor.....	Aug. 27
Rock, 2d dist.....	Milton.....	A. Salisbury.....	Mch 26
Rock, 3d dist.....	Clinton.....	A. Salisbury.....	Aug. 20
St. Croix.....	New Richmond... ..	J. B. Thayer.....	Mch 19
St. Croix.....	New Richmond... ..	J. B. Thayer and F. D. Ensign.....	Aug. 27
Sauk.....	Spring Green.....	A. Salisbury.....	Apr. 9
Sauk.....	Baraboo.....	A. Earthman.....	Aug. 6
Sheboygan.....	Plymouth.....	L. D. Harvey and W. J. Brier.....	Aug. 13
Trempealeau.....	Trempealeau.....	J. B. Thayer.....	Sept. 3
Vernon.....	Viroqua.....	A. J. Hutton and J. M. Rait.....	Aug. 20
Walworth.....	Elk Horn.....	S. S. Rockwood and A. F. North.....	Aug. 13
Washington.....	West Bend.....	A. A. Spencer and J. W. Congdon.....	Aug. 20
Waukesha.....	Waukesha.....	A. Salisbury.....	Apr. 2
Waupaca.....	Waupaca.....	J. Q. Emery and J. Burn- ham.....	Aug. 13
Waushara.....	Wautoma.....	R. Graham.....	Sept. 4
Wood.....	Grand Rapids.....	J. B. Thayer.....	Oct. 15

TABLE No. XIII.
TEACHERS' INSTITUTES. — SPECIAL REPORTS.

COUNTIES.	NUMBER ATTENDING THE INSTITUTE.			No. of days Institute was in session.	NUMBER HOLDING CERTIFICATES.			Average age of members.	Average experience in teaching of those having taught.	Not having taught but intending to teach.	Number having previously attended institutes.	NUMBER HAVING ATTENDED.					Number of Schools in County, or Superintendent District.
	Male.	Female.	Total.		1st Grade.	2d Grade.	3d Grade.					Colleges and Universities.	Academies.	Normal Schools.	High Schools.	Common Schools only.	
Adams	17	47	64	9	1	4	320	20.5	28	31	1	2	3	1	54	63	
Barron	5	10	15	4	1	3	724	823.3	.....	9	1	1	.....	8	5	40
Brown	25	27	52	4.5	6	6	4020	16	14	28	5	.....	6	8	38	86
Buffalo	18	46	64	10	4	4	3720	26.6	19	46	.....	4	13	27	4	66
Calumet	13	44	57	5	8	4	4421	320.8	.....	37	8	7	2	39	6	60
Chippewa	6	18	24	4.5	2	2	1822.5	18.1	.....	17	5	.....	.....	10	9	.....
Clark	49	142	191	5	3	14	8321	20	76	85	11	11	7	92	36	163	
Columbia	17	61	78	9	2	5	4920	23	24	41	4	6	4	16	48	.....
Crawford	40	60	100	5	15	15	4820	12.7	43	50	14	22	8	40	21	126	
Dane, 1st district	40	73	113	5	6	18	60	.....	.....	.....	.....	.....	.....	.....	.....	121
Dane, 2d district	87	65	102	4	15	20	5321	23	20	60	9	17	13	45	18	103	
Dodge, 1st district	19	49	68	4	6	10	4622	29	17	45	10	8	12	31	12	91	
Dodge, 2d district	7	22	29	5	2	1	1519	20.5	11	17	2	1	3	16	5	44	
Dow	20	38	58	2	3	2	4020	19.5	15	41	2	1	3	37	15	93	
Dunn	29	60	89	5	4	6	3920.5	23.6	40	37	3	5	2	6	5	87	
Eau Claire	8	60	68	10	4	8	5620	22	16	44	3	6	4	47	8	.....

TABLE No. XIII. — *Teachers' Institutes — Special Reports — continued.*

COUNTIES.	NO. ATTENDING THE INSTITUTE			No. of days institute was in session.	NO. HOLDING CERTIFICATES.			Average age of members.	Average experience in teaching of those having taught.	Not having taught, but intending to teach.	Number having previously attended institutes.	NUMBER HAVING ATTENDED.					No. of schools in county, or superintendent district.
	Male.	Female.	Totals.		1st Grade.	2d Grade.	3d Grade.					Colleges and Universities.	Academies.	Normal Schools.	High Schools.	Common Schools only.	
Grant	82	100	182	10	3	15	87	22	25	78	10	2	76	17	27	265	
Grant	15	32	47	4	5	7	23	21	10	20	2	17	10	1	17	130	
Green	48	54	97	10	8	8	48	19	59	48	7	8	2	18	72	180	
Green Lake	18	41	54	23	2	6	36	22	14	40	4	1	1	28	26	77	
Iowa	11	66	77	4	6	6	51	22	15	44	2	3	12	40	22	135	
Iowa	11	35	46	4	6	6	35	22	9	32	2	4	6	10	10	135	
Jackson	16	68	84	10	5	6	64	20	14	44	15	1	2	54	12	70	
Jefferson	36	64	100	5	4	11	53	20	23	54	8	8	14	59	11	143	
Juneau	20	55	75	5	3	4	29	15	28	35	3	17	1	4	60	93	
Juneau	15	51	66	8.5	4	6	31	20	25	41	2	38	1	10	17	61	
Kenosha	19	44	63	9	2	16	36	21	10	46	7	5	9	28	19	61	
Kewaunee	18	17	35	4	4	4	17	19	6	26	2	4	4	12	11	51	
La Crosse	29	36	65	5	3	12	46	24	12	49	15	9	4	31	6	51	
La Fayette	4	31	35	4.5	4	7	16	20	12	15	3	5	5	11	14	119	
La Fayette	16	47	63	8	12	11	34	21	16	38	6	7	10	30	10	107	
Manitowoc	55	55	110	5	4	9	67	20	30	68	6	6	20	47	37	107	
Marathon	14	60	74	5	4	4	41	21	14	44	5	5	25	38	31	70	
Marquette	6	51	60	4	2	11	25	20	12	53	8	8	8	13	42	55	
Marquette	16	63	79	10	3	11	29	18	15	58	6	6	4	10	55	107	

Monroe	39	95	134	3	5	12	92	19	18	47	88	9	6	6	73	94	124
Oconto	13	28	41	5	2	14	21	24	588	6	26	10	8	6	18	4	50
Outagamie	10	66	76	10	4	2	51	20	516	20	58	25	4	2	23	23	97
Ozaukee	28	30	58	10	1	2	42	22	29	23	18	10	1	1	9	31	...
Pepin	16	40	56	5	8	12	23	18	621.5	...	86	4	8	5	26	18	35
Pepin	8	32	40	10	5	9	20	20	19	...	35	17	...	3	17	9	...
Pierce	8	23	31	4	...	3	18	21	22.5	8	13	...	8	6	3	15	...
Polk	14	26	40	10	5	4	24	21	16	7	19	4	1	4	9	...	68
Portage	8	40	48	9	1	3	29	20	526	15	33	4	3	8	24	8	96
Racine	22	48	70	9	2	6	49	20	214	19	51	1	1	7	17	10	77
Richland	25	76	101	5	5	8	74	19	622.5	81	76	4	7	5	47	30	129
Richland	19	56	76	10	3	9	48	20	99.5	16	63	3	2	2	53	17	...
Rock, 1st district	16	28	44	4	4.5	3	28	24	527.2	7	34	9	11	6	8	9	90
Rock, 2d district	30	61	91	5	3	16	50	21	421.6	...	64	54	2	11	16	5	87
Rock, 2d district	18	44	62	10	5	9	36	22	20	19	23	19	10	6	14	13	97
St. Croix	36	66	102	5	6	12	40	19	20.5	30	48	...	18	8	55	21	92
St. Croix	14	37	51	5	1	10	84	50	317.5	10	44	8	8	6	1	29	...
Sauk	10	38	48	9	...	4	29	21	23.6	16	33	4	24	3	13	4	161
Sauk	81	118	149	9	1	12	110	22	23.6	26	113	12	15	9	102	11	...
Sheboygan	19	60	79	9	4	4	59	22	22.9	21	83	4	1	4	88	32	150
Trempealeau	30	51	81	10	5	8	51	22	619.9	...	47	20	...	3	48	5	80
Vernon	47	77	124	9	5	2	84	18	15.2	...	99	8	5	1	47	63	155
Walworth	86	64	100	9	7	20	58	22	520.1	...	75	7	14	87	43	9	166
Washington	21	43	64	10	2	4	36	20	21	15	26	2	2	10	83	16	104
Waukesha	20	79	105	4	10	6	40	19	26	...	43	38	5	10	39	13	117
Waupaca	24	95	119	10	6	10	66	21	222.5	...	88	9	5	10	60	85	108
Waushara	18	58	76	22	1	7	46	...	...	29	50	3	1	60	7	...	92
Wood	7	11	18	2	...	3	14	19	718.8	...	11	3	2	1	8	...	35
Total	1,330	3,283	4,618	455.5	194	495	2,688	20,621.7	1,029	4,780	465	319	584	1,725	1,252	4,728	

TABLE No. XIV.
STATISTICS OF CITIES — SCHOOL CHILDREN AND ATTENDANCE.

CITIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole No. children over 4 and under 20 years of age in city.	No. under 4 years who have attended school.	No. over 20 years who have attended school.	No. over 4 and under 20 years who have attended school.	Total No. different pupils who have attended school during the year.	No. days attendance of pupils under 4 years.	No. days attendance of pupils over 20 years.	No. days of attendance of pupils over 4 and under 20 years.	Whole No. days of attendance of different pupils during the year.	No. days school has been taught by qualified teachers.	Per cent. of enrollment on No. resident in the city.	Per cent. of attendance on No. enrolled.
Appleton.....	1,108	1,248	2,356	.....	19	1,506	1,525	.....	100	173,517	173,617	180	65	65
Beaver Dam.....	773	895	1,668	.....	.....	784	784	.....	.....	87,233	87,233	194	74	89
Beloit.....	815	793	1,509	.....	.....	1,190	1,190	.....	.....	251,315	251,315	200	79	95
Berlin.....	562	558	1,120	.....	8	728	728	.....	.....	92,854	92,784	200	61	69
Columbus.....	358	374	732	.....	11	559	570	.....	430	60,071	61,061	180	77	91
Fond du Lac.....	2,786	3,060	5,846	.....	.....	2,643	2,643	.....	990	373,420	373,420	200	45	70
Fort Howard.....	580	639	1,219	.....	.....	884	884	.....	.....	104,067	104,067	198	70	86
Grand Rapids.....	286	225	461	.....	2	344	346	.....	.....	40,250	40,277	180	74	75
Green Bay.....	1,035	1,151	2,186	.....	.....	1,289	1,289	.....	.....	158,169	158,169	200	59	61
Hudson.....	330	294	624	.....	.....	590	590	.....	.....	64,016	64,016	180	62	65
Janesville.....	1,750	2,025	3,775	.....	.....	1,751	1,751	.....	.....	230,000	230,000	200	46	74
Kenosha.....	917	964	1,881	.....	1	662	663	.....	65	85,201	85,266	187	33	69
La Crosse.....	1,878	1,742	3,620	.....	6	2,041	2,047	.....	418	264,770	264,770	200	58	94
Madison.....	1,921	2,005	3,926	.....	.....	2,212	2,212	.....	.....	368,298	368,298	185	56	90
Menasha.....	556	630	1,186	.....	.....	457	457	.....	.....	49,010	49,010	200	56	.....
Milwaukee.....	17,397	18,842	35,739	.....	.....	14,965	14,985	.....	.....	49,010	49,010	200	41	.....

Mineral Point.....	681	1,252	.....	4	692	696	.....	237	68,147	68,384	180	55
Neeah.....	682	1,847	.....	.....	804	804	.....	.....	96,670	96,670	199	58
Oconto.....	619	1,208	.....	.....	742	742	.....	.....	91,588	91,588	200	58
Oshkosh.....	2,654	5,449	.....	.....	2,853	2,863	.....	.....	501,624	501,624	200	53
Portage.....	820	1,560	.....	.....	924	924	.....	.....	108,330	108,330	193	52
Prairie du Chien.....	491	1,996	.....	5	596	601	.....	251	59,008	59,254	200	60
Racine.....	2,326	2,459	.....	2	2,199	2,201	.....	104	818,948	819,052	200	46
Sheboygan.....	1,225	1,297	.....	.....	1,202	1,202	.....	.....	142,015	142,015	197	47
Stevens Point.....	639	1,345	.....	8	790	798	.....	57	75,563	75,620	179	59
Watertown.....	1,808	1,894	.....	.....	1,204	1,204	.....	.....	149,718	149,718	200	33
Wausau.....	492	8,971	.....	.....	693	698	.....	.....	108,500	103,500	180	.....
Totals.....	45 329	47,751	98,080	56	45,819	45,375	2,679	4,111,369	4,114,055	5,213	52	70 $\frac{1}{2}$

TABLE No. XV.
STATISTICS OF CITIES — TEACHERS, SALARIES, LIBRARIES.

CITIES.	TEACHERS, SALARIES, ETC.										LIBRARIES.								
	Number of teachers required to teach the schools.	Number male teachers employed during year.	Number female teachers employed during year.	Whole number teachers employed during year.	Highest salary paid to male teachers (per annum).	Average salary paid to male teachers (per annum).	Highest salary paid female teachers (per annum).	Average salary paid female teachers (per annum).	Number of schools with three or more departments.	Number of schools with two departments.	Number of mixed or ungraded schools.	Number of separate school libraries in the city.	Total number of volumes added during the year.	Total amt expended for library books during the year.	Number of volumes loaned during the year.	Number of volumes lost during the year.	Whole number of volumes in each library.	Average number of volumes in each library.	Cash value of all the libraries.
Appleton.....	25	5	20	25	\$1,200	\$775	\$450	\$368 00	5	8	1	1	25	\$75	.....	.....	.....	20	\$300
Beaver Dam.....	18	2	11	13	1,200	1,200	500	340 00	1	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beloit.....	18	1	17	18	1,800	1,800	700	422 35	3	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berlin.....	14	3	11	14	1,200	733	400	318 00	2	2	2	2	.....	.....	.....	.....	.....	.....	500
Columbus.....	8	1	7	8	1,200	1,200	500	309 30	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fond du Lac.....	46	3	43	46	1,200	850	700	402 17	9	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fort Howard.....	18	2	11	13	1,100	950	450	336 50	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Rapids.....	5	1	5	6	1,200	1,200	600	470 00	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay.....	19	2	17	19	1,700	1,075	550	480 80	2	2	1	1	.....	.....	.....	.....	.....	.....	50
Hudson.....	8	1	10	11	700	700	450	360 00	1	1	.....	.....	.....	.....	.....	.....	.....	.....	125
Janesville.....	35	1	34	45	1,500	1,500	650	360 00	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kenosha.....	14	1	13	14	1,500	1,500	600	364 00	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	400

TABLE No. XVI.
STATISTICS OF CITIES—SCHOOL HOUSES AND SITES.

CITIES.	Number public school houses in the city.	Number school houses yet required.	Number now building.	Whole number school children resident in city.	Whole number school houses will accommodate.	Number of school house sites owned by city.	Number sites containing only one lot.	Number sites containing more than one lot.	Number of sites suitably enclosed.	Number of school houses built of stone or brick.	Highest valuation of school house and site.	Cash value of all the public school houses in the city.	Cash value of sites.	Number of school houses properly ventilated.	Number of school houses with separate out-houses for the sexes.	Number of school houses with out-houses in good condition.
Appleton.....	6	0	0	2,356	1,600	6	0	6	5	4	\$18,000	\$42,000	\$12,000	3	6	6
Beaver Dam.....	4	2	0	1,668	1,759	4	4	4	4	3	12,000	25,000	4,500	4	4	4
Beloit.....	3	0	0	1,609	1,000	3	3	3	2	3	35,000	65,000	8,500	3	3	3
Berlin.....	2	0	0	1,120	900	2	2	2	2	1	35,000	47,000	7,000	2	2	2
Columbus.....	2	1	0	732	450	2	1	1	2	1	6,000	4,500	3,000	2	2	2
Fond du Lac.....	19	0	0	5,846	2,850	17	2	15	17	2	50,000	98,700	22,000	4	4	19
Fort Howard.....	6	0	0	1,239	900	5	3	2	2	3	18,000	20,000	6,000	4	6	5
Grand Rapids.....	1	0	0	461	600	1	1	1	1	1	35,000	33,000	2,000	1	1	1
Green Bay.....	6	0	0	2,186	980	5	5	5	5	3	80,000	55,000	9,000	0	6	6
Hudson.....	2	0	0	624	600	3	3	3	3	3	12,000	14,000	2,000	1	3	3
Janesville.....	6	0	0	8,775	1,780	6	6	6	6	6	33,000	89,000	10,000	2	6	6
Kenosha.....	3	1	1	1,984	700	3	3	3	2	2	10,000	17,000	3,570	3	3	3
La Crosse.....	9	1	2	3,620	1,743	8	4	4	7	4	20,000	43,712	11,125	1	8	8
Madison.....	8	0	0	3,926	1,700	9	2	7	7	8	20,000	98,000	10,400	9	9	9
Menshah.....	4	0	0	1,186	556	4	2	2	2	4	6,000	10,500	2,500	4	4	4

Milwaukee	22	5	5	35,739	12,000	24	3	21	22	18	54,500	348,500	171,000	2	23	23
Mineral Point	2	...	...	1,252	1,900	2	...	2	2	2	10,000	15,000	4,000	...	2	2
Neenah	7	...	...	1,347	700	5	...	5	5	3	7,000	10,000	7,000	1	7	7
Oconto	5	1	...	1,203	450	5	...	5	4	...	2,000	6,000	80,000	...	5	5
Oshkosh	9	...	...	5,449	3,500	10	...	9	9	4	50,000	90,000	30,000	4	9	9
Portage	4	1	...	1,560	3,950	4	...	4	4	3	10,000	25,000	6,000	4	4	4
Prairie du Chien	5	...	...	996	750	5	2	3	4	3	15,000	13,500	1,500	...	5	5
Racine	8	2	...	4,750	2,020	7	1	7	6	7	17,000	42,300	26,700	...	8	8
Sh. boy an.	5	1	...	2,522	1,020	3	...	3	3	3	10,000	17,000	3,500	3	5	2
Stevens Point	5	1	1	1,345	1,700	4	...	4	3	...	1,800	8,000	2,000	5	5	5
Water: own	5	1	...	3,697	1,200	5	...	5	5	8	10,000	20,000	11,000	5	5	5
Wausau	3	2	...	971	1,600	2	...	2	1	1	25,000	30,000	4,500	1	3	3
Totals.....	161	19	9	93,163	41,892	154	20	134	133	94	549,300	1,287,712	381,095	73	162	152

TABLE No. XVII.
STATISTICS OF CITIES — SCHOOL ROOMS, APPARATUS — PRIVATE SCHOOLS.

CITIES.	SCHOOL ROOMS, APPARATUS, ETC.										PRIVATE SCHOOLS.						
	Whole number of school rooms occupied.	Number sufficiently supplied with blackboards.	Whole number supplied with illustrative charts.	Whole number supplied with outline maps.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole number adequately supplied with apparatus.	Cash value of all apparatus including maps and globes.	Number of such schools in the city.	Number of which are denominational or parochial.	Number of same which are graded.	Whole number teachers employed in private schools.	Number pupils taught in such schools.	Number taught who have not attended the public school during the year.	Average number of days such schools have been taught.	Average number pupils in daily attendance.	
Appleton.....	25	24	17	12	8	6	1	\$500	2	1	4	..	175	50	175	150	
Beaver Dam.....	12	12	12	12	12	12	..	150	3	2	..	5	275	200	200	..	
Beloit.....	19	19	6	2	4	1	..	600	2	1	..	4	300	300	..	..
Berlin.....	14	14	14	12	6	14	12	600	..	..	..	..	..	..	..	..
Columbus.....	8	8	8	8	6	..	..	50	..	..	..	..	..	..	..	..
Fond du Lac.....	46	46	15	38	15	4	..	610	..	..	..	..	..	..	..	..
Fort Howard.....	11	4	4	3	2	1	..	150	..	..	..	..	..	..	..	..
Grand Rapids.....	5	5	5	5	5	5	..	250	1	..	..	1	16	240	8	..
Green Bay.....	16	16	16	16	6	8	1	500	4	4	..	12	600	200	..	..
Hudson.....	8	8	1	8	2	1	1	100	..	..	..	..	..	..	..	..
Janesville.....	82	82	2	2	24	1	..	500	5	2	..	11	300	218	880	..	
Kenosha.....	14	14	4	4	3	..	1	500	5	3	3	15	500	195	450	..	
La Crosse.....	33	33	33	33	6	33	20	800	9	6	..	16	800	680	..	..
Madison.....	26	26	26	26	26	26	26	..	6	4	1	11	600	200	400	..	

Menasha.....	8	8	1	4	4	2	2	350	200	
Milwaukee.....	190	190	190	.....	2,015	57	35	9,437	228 8004
Mineral Point.....	9	9	5	2	250	3	3	8,588	160 150	
Neenah.....	12	7	2	1	150	3	2	..	.....
Oconto.....	.....	.....	.....	.....	.....	2	2	50	200 200
Oshkosh.....	59	36	10	14	2,500	5	4	250	200 200	
Portage.....	15	10	5	10	300	2	2	800	.....
Prairie du Chien.....	8	8	4	.....	100	2	2	295	185 140
Racine.....	32	80	.....	82	500	8	6	619	198 549
Sheboygan.....	18	18	5	4	400	7	4	550	153 315	
Stevens Point.....	10	10	2	10	50	2	1	200	160 150	
Watertown.....	20	20	19	20	2,000	6	4	525	220 400	
Wausau.....	11	11	2	4	150	2	2	120	.....
Totals.....	663	658	478	875	11,845	138	92	17,507	8,519	778

TABLE No. XVIII.
STATISTICS OF CITIES — FINANCIAL STATISTICS — RECEIVED.

CITIES.	Money on hand August 31, 1876.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at the annual meeting.	From taxes levied by the county supervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Appleton	\$8,858 65	\$1,125 00	\$10,135	\$520	\$16,372 66	\$1,104 49	\$1,051 79	\$2,585 27	\$24,972 86
Beaver Dam	1,546 18	200 00	4,000	.....	1,300 00	625 25	625 25	634 64	8,931 32
Berlin	3,751 46	.....	.....	.....	6,500 00	460 84	464 53	200 00	11,376 83
Beloit	1,308 71	7,456 00	9,200	.....	8,000 00	1,125 70	634 27	882 85	28,608 53
Columbus	136 67	.....	.....	.....	3,800 00	249 28	280 44	717 50	5,183 89
Fond du Lac	405 10	.....	.....	.....	24,288 01	.....	2,457 13	7,047 56	34,197 80
Fort Howard	3,794 24	150 00	5,600	.....	868 50	510 86	513 32	18 50	11,455 42
Grand Rapids	.....	.....	.....	.....	3,653 07	179 58	179 58	1,771 18	5,763 41
Green Bay	6,015 52	.....	.....	.....	9,000 00	903 64	949 56	58 00	16,926 72
Hudson	1,373 37	.....	.....	.....	3,761 00	264 00	264 27	.....	4,284 69
Janesville	5,000 00	.....	.....	.....	15,500 00	2,265 37	1,520 69	160 00	24,446 06
Kenosha	2,783 53	.....	.....	.....	7,125 00	1,500 00	1,772 44	484 00	12,664 97
La Crosse	.....	8,000 00	19,500	100	.....	.....	.....	.....	.....
Madison	1,982 12	.....	.....	.....	22,750 00	.....	1,483 79	4,000 00	30,215 92
Menasha	1,886 98	.....	.....	.....	3,500 00	600 00	.....	27 00	5,986 46

TABLE No. XIX.
STATISTICS OF CITIES—FINANCIAL STATISTICS—PAID.

CITIES.	For building and repairing.	For apparatus and libraries.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total amount paid out during the year.	Money on hand August 31, 1877.
Appleton	\$3,815 78	\$837 04	\$3,590 00	\$7,077 50	\$2,948 18	\$1,200 76	\$1,182 09	\$20,091 80	\$4,881 56
Beaver Dam	138 11		1,400 00	8,740 00		61 72	1,854 18	7,194 01	1,737 31
Berlin			2,200 00	8,500 00			2,939 67	8,529 67	2,847 16
Beloit	7,450 00		1,800 00	7,400 00	2,500 00	1,954 00	5,342 59	26,552 59	2,155 94
Columbus	409 18	28 75	1,200 00	2,147 41		82 28	849 75	4,667 37	516 52
Fond du Lac	3,327 00		2,550 00	17,301 14		697 50	6,707 81	80,523 45	3,674 35
Fort Howard	199 15		1,900 00	8,574 50		627 57	1,638 07	7,939 29	3,516 13
Grand Rapids			1,218 75	1,120 00	2,560 00		884 66	5,788 41	
Green Bay	578 35	9 00	2,150 00	7,591 25		53 40	2,432 77	12,814 77	4,111 95
Hudson			702 00	2,475 00			1,049 40	4,226 40	1,434 66
Janesville	6,987 44		1,837 50	11,602 50	732 98	1,021 00	2,208 48	24,389 90	1,106 16
Kenosha	2,659 10		1,500 00	4,658 50		150 00	2,438 27	11,400 87	1,264 10
La Crosse									
Madison	2,173 18	203 50	2,850 00	18,576 48	5,700 00	17 50	2,686 70	27,207 86	3,008 56
Menasha	52 44	10 00	1,200 00	2,345 00			612 74	4,220 18	1,766 28

Milwaukee.....	1,227 18	*	*	*	178,533 55	174,760 83	76,008 19
Mineral Point.....	361 48	1,560 00	2,205 00	448 30	366 53	4,931 31	3,817 19
Neeah.....	344 08	1,200 00	4,930 00	426 57	1,549 69	8,450 34	2,346 29
Oconto.....	37 95	1,600 00	3,501 90	.....	936 50	6,076 35	.....
Oshkosh.....	7,142 58	6,651 00	17,906 00	41 94	6,721 05	37,418 57	7,321 50
Portage.....	5,400 00	1,800 00	4,120 00	346 33	1,081 50	13,512 71	920 40
Prairie du Chien.....	2,265 23	16 00	1,250 00	359 17	1,064 21	7,244 61	1,236 55
Racine.....	1,480 86	4,400 00	14,530 00	200 00	5,051 20	31,040 28	.....
Sheboygan.....	4,083 56	3,200 00	6,147 49	.....	2,202 14	15,633 19	3,907 18
Stevens Point.....	259 42	1,400 00	2,562 50	341 31	600 55	5,250 98	2,190 70
Watertown.....	245 32	2,590 00	5,631 24	306 78	1,777 00	10,563 34	5,615 54
Wausau.....	296 34	1,250 00	2,159 00	50 00	669 11	4,964 55	.....
Totals.....	\$47,961 56	\$2,031 77	\$50,708 25	\$153,152 74	\$22,542 60	\$7,962 59	\$184,374 23

* The aggregate of teacher's wages for Milwaukee is included in the column "For all other purposes."

TABLE No. XX.
STATISTICS OF CITIES—TEXT BOOKS.

CITIES.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geographies.
Appleton	Swinton & Patt's'n	Watson's Ind.....	Robinson.....	Robinson.....	Swinton & Harvey	Monteith.
Beaver Dam	Swinton & Patt's'n	Harvey	White	White & Robinson	Harvey	Eclectic.
Berlin	Swinton	Union	Robinson.....	Robinson.....	Fowler	Guyot.
Beloit	Swinton	Independent	Robinson.....	Robinson.....	Greene	Monteith.
Columbus	Swinton	Am. Series	Robinson.....	Robinson.....	Swinton	Monteith.
Fond du Lac	National	Independent	Robinson.....	White	Harvey & Greene.	Guyot.
Fort Howard	Sanders	Sanders	Robinson.....	Davies	Kerl	Mitchell & Swint.
Grand Rapids	Swinton	Independent	Davies	Davies	Clark	Monteith.
Green Bay	American	Union.....	Robinson.....	Robinson.....	Kerl	Colton.
Hudson	National	Monroe	Davies	Davies	Swinton	Swinton.
Janesville	Union.....	Union.....	Davies	Robinson.....	Swinton & Greene	Warren.
Ken's'ba	Analytical.....	Analyt & Sheldon	Walton.....	Walton.....	Swinton & Bullion	Cornell & Guyot.
La Crosse	Swinton	Independent	Hagar.....	Hagar.....	Swinton & Harvey	Guyot.
Madison	Swinton	Independent	Robinson.....	Robinson.....	Greene & Swinton	Eclectic.
Menasha	Sanders	Sanders	Robinson.....	Robinson.....	Kerl	Monteith.
Milwaukee .....	.....	.....	.....	.....	.....	.....
Mineral Point	Swinton	Harvey .....	.....	White	Harvey	Cornell.
Neenah	Swinton	Sanders' Union.....	Robinson.....	Robinson.....	Swinton	Guyot.
Oconto	Town	Willson.....	Robinson.....	Robinson.....	Kerl	Monteith.
Oshkosh	Swinton	Sanders	Robinson.....	Oney	Swinton.....	Eclectic.
Portage	Swinton	Hilliard & Am.....	Robinson.....	Robinson.....	Brown & Swinton	Mitchell & Mont.
Prairie du Chien	National	Sanders' Union.....	Robinson.....	Robinson.....	Kerl	Mitchell.
Racine	Sanders' Union	Sanders' Union.....	Stoddard	Stod. & Felter	Greene	Warren.
Sheboygan	Swinton	American	Robinson.....	Robinson.....	Swinton	Swinton.
Stevens Point	Union	Model	Davies	Davies	Harvey	Monteith & McN.
Watertown	Nat'l & Swinton	Willson & Davis	Rob'n & Stoddard	Kay	Swinton	Guyot & Harper.
Wausau	National	Independent	Davies	Davies	Harvey	Monteith.

TABLE No. XX. — *Statistics of Cities.* — *Text-Books* — continued.

CITIES.	United States Histories.	Physiology.	Algebra.	Geometry.	Latin Grammars and Readers.	Natural Philosophy.
Appleton	Barnes	Cutter	Loomis	Loomis	Harkness	Norton.
Beaver Dam	Venable	Cutter	Olney	Olney	Bartholomew	Norton.
Berlin	Child	Hooker	Robinson	Robinson	Allen	Cooley.
Beloit	Anderson	Cutter	Robinson	Robinson	Harkness	Steele.
Columbus	Barnes	Hutchinson	Robinson	Robinson	Allen	Norton.
Fond du Lac	Ridpath	Hutchinson	Olney	Olney	Allen & Greeno'gh	Peck.
Fort Howard	Anderson	Hutchinson	Robinson	Davies		Steele.
Grand Rapids	Swinton	Cutter	Davies	Davies	Allen & Leighton.	Norton.
Green Bay	Barnes	Steele	Robinson	Evans	Hoskins	Quackenbos.
Hudson	Barnes	Hitchcock	Davies	Davies	Andrews	Steele.
Janesville	Swinton & Barnes	Cutter	Robinson	Robinson	Allen & Greeno'gh	R-life & Gillette.
Kenosha	Barnes	Hooker	Robinson	Davies	Harkness	Norton.
La Crosse	Barnes	Cutter	Robinson	Davies	Allen	Norton.
Madison	Barnes	Dalton	Robinson	Loomis		Steele.
Menasha	Barnes	Steele	Olney & Robinson			
Milwaukee						
Mineral Point	Swinton		Robinson		Harkness	Wells.
Neenah	Swinton	Hitchcock	Robinson	Robinson		
Oconto	Swinton		Robinson	Davies		
Oshkosh	Lossing	Hitchcock	Olney	Olney	Bartholomew	Norton.
Portage	Barnes	Steele	Robinson	Robinson	Harkness	Steele.
Prairie du Chien	Barnes	Brown	Robinson	Robinson		Quackenbos.
Racine	Anderson	Hooker	Robinson	Robinson	Harkness	
Sheboygan	Swinton	Hutchinson	Olney	Olney		
Stevens Point	Barnes	Steele	Davies	Davies	Allen	Steele.
Watertown	Barnes	Steele	Davies	Loomis	Brooks	Steele.
Wausau	Barnes	Huxley & Youman	Rot'son & Ficklin	Davies & Loomis.	Harkness	Wells.

TABLE No. XXI.

STATISTICS OF CITIES — SPECIAL STATISTICS.

CITIES.	Number of children between 4 and 7 years of age in the city.	Number of children between 7 and 15 years of age in the city.	Number of persons between 15 and 20 years of age in the city.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 20 years of age who have attended school.	Number incapacitated for in-vision.	Number incapacitated for in-hearing.	Number incapacitated for in-tellect.
Appleton.....	586	1,071	759	338	992	295
Beaver Dam.....	616	641	411	372	306	106	4
Berlin.....	250	611	259	72	549	102	2
Beloit.....	861	717	527	143	672	462	1
Columbus.....	163	867	293	101	367	91
Fond du Lac.....	1,385	2,580	1,931
Fort Howard.....	801	601	337	315	612	57	5
Grand Rapids.....	152	211	98	47	254	43	1	2
Green Bay.....	561	1,080	545	323	861	105
Hudson.....	128	315	180	65	318	94
Janesville.....	772	1,534	1,469	255	1,208	288
Kenosha.....	393	960	681	134	426	102
La Crosse.....	1,172	1,734	329	428	1,499	114
Madison.....	1,970	1,921	1,035	340	1,617	265
Menasha.....	262	583	539	109	306	43

Milwaukee	7,760	17,810	10,169	4,417	10,005	563	7	46	27
M neral Point	306	582	364	151	567	219	.....	.....	.....
Neenah	323	696	323	134	552	118	.....	1	7
Oconto	873	649	181	221	481	40	.....	1	.....
Oshkosh	1,494	2,604	1,851	798	1,785	270	1	1	2
Portage	356	750	450	163	613	148	.....	2	2
Prairie du Chien	239	496	261	103	367	126	2	1	4
Racine	1,055	2,290	1,435	448	1,580	171	1	8	6
Sheboygan	625	1,262	635	439	685	78	3	6	3
Stevens Point	296	696	361	188	519	88	.....	5	1
Watertown	969	1,708	1,020	88	1,174	46	3	4	5
Wausau	257	518	96	100	466	74	.....	2	4
Totals.....	22,075	44,927	26,303	10,037	28,791	4,107	22	98	84

TABLE No. XXII.
STATISTICS OF CITIES — CERTIFICATES.

CITIES.	MALE TEACHERS.			FEMALE TEACHERS			Totals.
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.	
Appleton.....		3			3	18	24
Beaver Dam.....	1	1		1	5	16	24
Berlin.....	2	1		1	10		14
Beloit.....	1			14			15
Columbus.....					6		6
Fond du Lac.....			3			43	46
Fort Howard.....		2	1		4	12	19
Grand Rapids.....						1	1
Green Bay.....						14	14
Hudson.....	2				10		12
Janesville.....					7		7
Kenosha.....	1			2	2	9	14
La Crosse.....	1	1	5		1	23	36
Madison.....							
Menasha.....	1				2	6	9
Milwaukee.....							87
Mineral Point.....	1		1			8	10
Neeshah.....	1				4	9	14
Oconto.....		1				11	12
Oshkosh.....			6			51	57
Portage.....	2				1	12	15
Prairie du Chien.....	1			2	2	6	11
Racine.....				15	17	5	37
Sheboygan.....							
Stevens Point.....							
Watertown.....	1			3	8	8	20
Wausau.....	1		1			11	13
Totals.....	16	9	17	38	82	268	517.

TABLE No. XXIII.

SUMMARIES OF STATISTICS.

Description.	Counties.	Cities.	Totals.
Number of children over four and under twenty years of age.....	385,308	98,080	478,388
Number of children over four and under 20 years of age in districts maintaing school five or more months	381,879	98,080	474,959
Number of children over four and under twenty years of age who have attended school.....	243,806	45,319	289,125
Total number of the different pupils who have attended the public schools during the year.....	245,895	45,375	291,270
Number of days attendance of pupils over four and under twenty years of age	16,243,023	4,111,889	20,354,413
Total number of days attendance of different pupils during the year.....	16,317,502	4,114,055	20,431,557
Number of days school has been taught by qualified teachers....	829,417	5,213	834,630
Number of children who have attended private schools only.....	8,714	14,910	23,624
Number of schools with two departments	161	33	194
Number of schools with three or more departments.....	124	87	311
Number of teachers required to teach the schools.....	5,868	708	6,571
Number of different persons employed as teachers during the year.....	9,146	712	9,858
Number of public school houses.....	5,159	161	5,320
Number of pupils the school houses will accommodate.....	304,062	41,882	345,944
Number of school houses built of brick or stone.....	696	94	790
Number of school houses with out-houses in good condition.....	3,518	152	3,670
AGGREGATE OF VALUES.			
Total valuation of school houses.....	\$3,056,176	\$1,287,712	\$4,343,888
Total valuation of sites.....	304,291	331,095	635,386
Total valuation of apparatus.....	142,788	11,845	154,628
Totals	\$3,503,250	\$1,630,652	\$5,133,902

TABLE No. XXIII.—*Summaries of Statistics*—continued.

AGGREGATE OF EXPENDITURES.

Description.	Counties.	Cities.	Totals.
Amount expended for building and repairing	\$210,054	\$47,962	\$258,016
Amount expended for apparatus and libraries	14,156	2,032	16,188
Amount expended for teachers' wages.	1,218,235	*344,803	1,563,038
Amount expended for old indebtedness.	61,462	22,543	84,005
Amount expended for furniture, registers and records.....	29,673	7,963	37,636
Amount expended for all other purposes.....	202,947	87,808	290,655
Total amount expended.....	\$1,736,527	\$513,111	\$2,249,638

* This aggregate of expenditure for teachers' wages in cities includes the amount in Milwaukee (\$140,947), but the items, for male and female teachers are not reported.

TABLE No. XXIV.
STATISTICS OF FREE HIGH SCHOOLS.

Location.	Whole number of pupils registered.	Average daily attendance.	No. of teachers employed.	No. of terms of high school.	Number of weeks of high school.	Number of pupils in common branches only.	Number of pupils in algebra or geometry.	Number in natural sciences, including physiology and physical geography.	Number in modern languages.	Number in ancient languages.	Amount received for tuition.	Amount actually expended for instruction.	Amount of aid received from the state.
Appleton.....	148	68 p. c.	5	3	36	91	52	52	22	7	\$954 00	\$2,325 00	\$480 85
Avoca.....	23	15 ¹¹ / ₁₆	1	2	24	23	41	41	..	..	9 00	555 00	255 75
Beaver Dam.....	108	70	3	3	40	15	91	61	35	..	61 50	1,900 00	474 80
Beloit.....	129	101	3	3	40	11	68	113	26	101	398 00	3,200 00	510 15
Black Riv. Falls	68	54.2	2	3	36	..	20	20	..	60	214 00	1,415 00	480 85
Boscobel.....	41	84.2	1	3	37	..	41	22	19	4	87 50	1,200 00	460 85
Burlington.....	104	92	2	3	40	14	40	90	..	27	..	1,300 00	460 85
Chilton.....	59	80	3	3	34	30	15	25	59	8	241 00	1,025 00	460 85
Darlington.....	93	59 +	2	3	34	50	40	41	15	20	127 60	1,230 62	460 85
Delavan.....	115	80	2	3	36	..	52	58	..	21	175 00	1,750 00	460 85
Durand.....	40	21 ¹ / ₂	1	2	28	..	4	..	..	..	20 00	420 00	193 55
Earl Claire.....	75	86	2	3	36	24	47	47	..	32	..	2,070 00	460 85
Elkhorn.....	78	60	2	3	36	16	40	62	..	40	175 00	1,605 00	460 85
Evansville.....	48	51	2	3	36	20	15	24	7	15	51 65	1,030 00	460 85
Fond du Lac.....	204	151	4	3	40	..	80	185	..	40	1 13	2,900 00	898 95
Fort Atkinson.....	133	107	3	2	16 ¹ / ₂	50	37	84	..	23	181 50	1,077 47	460 85

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TABLE No. XXIV. — Statistics of Free High Schools — continued.

LOCATION.	Whole number of pupils registered.	Average daily attendance.	No. of teachers employed.	No. of terms of high school.	Number of weeks of high school.	Number of pupils in common branches only.	Number of pupils in algebra or geometry.	Number in natural science, including physiology and physical geography.	Number in modern languages.	Number in ancient languages.	Amount received for tuition.	Amount actually expended for instruction.	Amount of aid received from the state.
Geneva.....	112	75	2	3	36	24	17	83	7	23	322 94	1,883 50	460 85
Grand Rapids...	47	42	1	3	36	40	7	7	.....	.....	.....	1,210 00	460 85
Hazel Green...	50	25	1	1	13	30	14	20	.....	.....	.....	292 00	184 55
Hillsborough...	19	8 ⁶⁶	1	2	32	18	3	5	.....	.....	2 25	673 00	294 90
Horicon.....	102	52	2	3	40	67	14	29	.....	4	278 50	1,300 00	460 55
Kenosha.....	86	54 ⁶	3	3	58	4	34	66	21	20	81 90	2,500 00	521 00
Kewaunee.....	24	88	3	3	40	24	9	9	.....	.....	.....	800 00	368 65
La Crosse.....	87	68	4	3	40	.....	20	21	51	67	26 00	3,920 00	749 30
Lake Mills.....	40	78 p. c.	1	3	36	22	9	18	.....	.....	107 50	650 00	297 55
Lancaster.....	75	50	2	3	36	10	28	47	26	18	96 40	1,405 00	460 85
Lodi.....	56	32 ³⁴	3	3	36	.....	37	56	.....	.....	.....	891 50	410 80
Lone Rock.....	66	98	2	3	40	55	14	18	.....	3	207 50	744 00	342 85
Madison.....	238	215	8	3	37	87	90	171	61	151	479 98	4,551 00	678 75
Marinette.....	41	25	2	3	40	13	11	28	.....	.....	.....	1,600 00	460 85
Mauston.....	103	70	2	3	38	61	42	32	.....	.....	69 00	1,000 00	460 85
Mayville.....	48	28 ⁷	2	3	40	88	8	10	82	.....	65 52	950 00	437 80
Mazomanie...	72	48 ³⁴	2	3	30	34	38	38	.....	.....	66 00	1,053 33	460 85
Mineral Point.	60	32	2	3	36	40	.....	.....	14	7	55 72	1,515 00	462 50
Necedah.....	105	46	2	3	32	77	43	16	3	4	.....	1,010 00	460 85

Neenah	78	55½	2	3	40	.....	35	51	2	4	55 72	1,650 00	492 25
New Lisbon	83	57	2	3	36	28	22	4	24	10	100 50	1,860 00	490 85
Omro	108	66½	2	3	32	43	46	58	.....	.....	125 75	1,040 00	490 35
Oscola Mills	25	18½	2	2	24	25	7	8	.....	.....	7 50	435 00	200 45
Oshkosh	487	260	13	3	40	.....	.....	.....	.....	.....	.....	8,760 00	891 40
Perlin	291	.....	1	3	36	23	18	25	6	.....	55 50	675 00	311 00
Pewaukee	56	56	1	2	32	35	25	45	.....	.....	25 00	680 00	313 35
Plymouth	68	33½	1	3	35	48	7	19	.....	.....	252 70	900 00	414 75
Portage	124	62	2	3	40	38	36	40	15	.....	89 36	1,800 00	501 90
Richland Center	68	31	1	3	36	38	30	30	.....	.....	70 65	585 00	269 55
Sheboygan	54	43½	2	3	40	19	15	19	10	.....	.....	1,800 00	578 45
Shullsburg	93	58	2	3	34	50	40	41	15	20	127 60	1,230 68	460 85
Sparta	174	99	4	3	40	30	144	45	27	63	243 00	2,600 00	460 85
Stevens Point	92	51	2	3	36	29	30	35	.....	.....	.....	1,825 00	472 00
Stockbridge	69	57	2	2	24	50	19	19	7	.....	80 62	700 00	323 55
Stoughton	65	43	1	3	36	43	23	18	.....	.....	28 00	800 00	363 65
Tomah	60	47	2	3	36	35	25	15	11	14	129 42	950 00	437 80
Viroqua	58	25½	1	3	36	2	46	17	12	10	118 00	800 00	368 65
Watertown	139	112	4	3	40	24	114	109	108	98	80 75	2,250 00	661 25
Waupaca	162	98	5	3	38	84	38	43	26	18	33 50	2,346 12	460 85
Waupun	45	38	1	3	40	36	7	6	.....	.....	142 65	900 00	414 75
West Salem	55	35	2	3	36	.....	16	55	55	8	260 00	885 00	407 85
Totals.....	5,118	377½	135	163	2,017	1,684	1,862	2,247	704	900	\$6,315 61	\$87,912 17	\$25,460 85

TABLE No. XXV.

DISTRIBUTION OF DICTIONARIES.

STATEMENT showing the counties, towns and districts which have been supplied with dictionaries during the year ending December 10, 1877.

COUNTIES.	TOWNS.	Departm'ts.	No. of the district.	No. copies.
Adams	Dell Prairie.....	.....	8	1
	Jackson and New Haven.....	.....	10	1
Barron	Lakeland .....	.....	2	1
Buffalo.....	Alma	1	1	1
	Dover .....	.....	3	1
	Lincoln.....	.....	4	1
	Modena.....	.....	3	1
	Naples .....	.....	8	1
	Nelson .....	.....	5	1
	Grantsburg .....	.....	4, 5	2
Burnett	Chilton, city.....	1	1	1
	New Holstein.....	1	1	1
Chippewa	Boomer .....	.....	8	1
	Edson .....	.....	7	1
	Worcester.....	.....	1, 2	2
Clark	Beaver .....	.....	8	1
	Colby.....	.....	5	1
Columbia	Fountain Prairie.....	.....	6	1
Dodge	Oak Grove.....	1	7	1
Door	Egg Harbor.....	.....	3	1
	Sturgeon Bay.....	1	1	1
	Washington.....	.....	2	1
Dunn	Eau Claire.....	.....	6	1
	Menomonie .....	.....	6	1
	Spring Brook.....	1	2	1
Eau Claire	Brunswick.....	.....	6	1
	Eau Claire, city.....	1	1	1
	Fairchild.....	.....	2	1
	Lincoln.....	.....	5	1
Fond du Lac	Ripon, city and town.....	2	2	2
Grant	Boscobel and Marion.....	1	1	1
Green	Albany.....	.....	8	1
Green Lake	Green Lake, and Metomen, Fond. Co.....	.....	15	1
Iowa	Dodgeville.....	.....	8	1
	Highland.....	2	8	2
	Pulaski.....	2	1	2
Jackson	Garden Valley.....	.....	6	1
Jefferson	Cold Spring and Koshkonong.....	.....	3	1
	Sullivan.....	1	8	1
Juneau	Kingston .....	.....	5	1
	Linda and Summit.....	.....	9	1
	Plymouth and Wonewoc.....	.....	6	1
	Seven Mile Creek.....	.....	4	1

TABLE NO. XXV. — *Distribution of Dictionaries* — continued.

COUNTIES.	TOWNS.	Departments.	No. of districts.	No. of copies.
Kewaunee	Ahnapee	1	1	1
	Montpelier		5	1
La Crosse	Onalaska	1	1	1
La Fayette	Fayette	1	3	1
	Willow Springs		1	1
Lincoln	Pine River		4, 5, 6	3
Marathon	Be gen		4	1
	Brighton		4	1
	Hull, and Colby, Clark Co		1	1
	Hamburg		3	1
	Spencer		3, 5	2
	Texas		2	1
	Wausau, city		4	1
	Byron		3, 6	2
Oconto	Oakdale		5	1
	Langlade		1	1
Outagamie	Pensaukee		5, 6	2
	Peshtigo	3	1	3
	Appleton	7	1, 2	7
Pepin	Hovina		4	1
	Maine		2	1
Pierce	Durand	3	3	3
	Trenton		4	1
Polk	Apple River		1, 3, 4	3
	Balsam Lake		5	1
	Black Brook		6	1
	Clayton		1	1
	Lincoln		6	1
	Luck		2	1
	Richland Center		2	2
Rock	Janesville, city	6		6
	Plymouth		8	1
Shawano	Green Valley		1, 3	2
	Lessor, Hartland, etc.		1	1
Sheboygan	Holland		3	1
	Sheboygan		5	1
Taylor	Sheboygan, city	7		7
	Chelsea		1	1
Trempealeau	Little Black		4	1
	Hale		5, 6	2
Waukesha	Sumner		8	1
	Genesee	1	2	1
Waupaca	Fremont	1	3	1
	Lind and Waupaca		1	1
Waushara	Leon		2	1
Wood	Centralia, Pt. Edwards and Seneca		3	1
	Marshfield		1	1
	Port Edwards and Seneca		5	1
	Rudolph		5	1
	Seneca		2	1

TABLE No. XXVI.

DICTIONARIES SOLD.

STATEMENT showing the districts to which dictionaries have been sold during the year ending December 10, 1877.

COUNTIES.	TOWNS.	Departm ^{ts} .	No. of the district.	No. copies.
Calumet.....	Chilton.....		2	1
	Stockbridge.....		2	1
Chippewa.....	La Fayette.....		1	1
	Eaton and Warner.....		1	1
Clark.....	West Point.....		2	1
Columbia.....	Christiana.....		3	1
	Cottage Grove.....		10	1
Dane.....	Dunkirk and Albion.....		5	1
	Rutland and Dunn.....		7	1
Eau Claire.....	Windsor and Bristol.....		5	1
	Eau Claire, city.....	1	3	1
Fond du Lac.....	A to.....		9	1
	E dorado.....		5	1
Grant.....	Beetown.....		1	1
	Lancaster.....		5	1
Green.....	Exeter.....		1	1
	York and New Glarus.....		2	1
Green Lake.....	Princeton.....		12	1
Iowa.....	Ridgeway and Arena.....		14	1
	Wyoming.....		1	1
Jackson.....	Irving.....		8	1
Jefferson.....	Concord.....		4	1
	Koshkonong.....		2	1
	Lake Mills.....	1	1	1
	Palmyra.....		8	1
Juneau.....	Sullivan.....	1	8	1
	Plymouth and Wonewoc.....	1	6	1
Kenosha.....	Pleasant Prairie.....		3	1
	Darlington.....		10	1
La Fayette.....	Darlington.....	6	12	6
	Fayette.....	1	3	1
Milwaukee.....	Granville.....		3	1
Manitowoc.....	Eaton.....		1	1
	Manitowoc Rapids.....		10	1
Marathon.....	Waus-u, city.....	3	3	3
Marquette.....	Packwaukee.....		1	1
	Shields.....		2	1
Outagamie.....	Dale.....		8	1
Pierce.....	Maiden Rock.....		3	1
Polk.....	Alden.....		2	1
Richland.....	Buena Vista.....		1	1
	Richland Center.....	1	2	1
	Westford.....		8	1
	Plymouth.....		8	1
Rock.....	Spring Valley.....		4	1

TABLE No. XXVI—*Dictionaries Sold* — continued.

COUNTIES.	TOWNS.	Departments.	No. of the District.	No. of Copies.
Sauk	Excelsior	1	9	1
	Fairfield		2	1
	Ironton		1	1
Sheboygan	Greenbush		3	1
	Trempealeau		3	1
Walworth	Arcadia		3	1
	Trempealeau		3	1
	Bloomfield		4	1
	Delavan		1	1
	La Fayette		7	1
	La Grange		1	1
Washington	Walworth and Delavan	10 & 2	1	1
	West Bend		1	1
Waukesha	Lisbon		10	1
	New Berlin		3	1
Waushara	Co'oma		3	1
	Oasis		3	1
	Nekimi		3	1
Winnebago	Poygan		2	1
	Utica		3	1
	Winchester		2	1

COUNTY AND CITY SUPERINTENDENTS,

IN COMMISSION MARCH, 1878.

COUNTY SUPERINTENDENTS.

COUNTY.	NAME.	POST OFFICE.
Adams'	Jesse M. Higbee	Plainville.
Ashland	John W. Bell	La Pointe.
Barron	H. J. White	Rice Lake.
Bayfield	Jno. McCloud	Bayfield.
Brown	Miss Minnie H. Kelleher	Depere.
Buffalo	J. C. Rathbun	Gilmantown.
Burnett	John G. Fleming	Grantsburg.
Calumet	P. E. Skanen	Chilton.
Chippewa	John A. McDonald	Chippewa Falls.
Clark	John S. Dore	Neillsville.
Columbia	Kennedy Scott	Rio.
Crawford	M. E. Norris	Prairie du Chien.
Dane, 1st district	A. R. Ames	Door Creek.
Dane, 2d district	M. S. Frawley	Black Earth.
Dodge, 1st district	John T. Flavin	Watertown.
Dodge, 2d district	Arthur K. Delaney	Mayville.
Door	James Keogh	Sturgeon Bay.
Douglas	Geo. L. Brooks	Superior.
Dunn	Geo. Shafer	Menomonee.
Eau Claire	Miss Agnes Hosford	Eau Claire.
Fond du Lac	Ed. McLaughlin	Eldorado Mills.
Grant	Charles Harper	Platteville.
Green	Thos. C. Richmond	Monticello.
Green Lake	A. W. Willard	Manchester.
Iowa	Wm. A. Jones	Mifflin.
Jackson	T. P. Marsh	Hixton.
Jefferson	C. I. Collier	Rome.
Juneau	J. W. Wightman	Wonewoc.
Kenosha	Dan'l A. Mahoney	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	C. S. Stockwell	Onalaska.
La Fayette	C. G. Thomas	Darlington.
Lincoln	David Finn	Jenny.
Manitowoc	W. A. Walker	Manitowoc.
Marathon	Thos. Greene	Wausau.
Marquette	Richard G. O'Connor	Montello.
Milwaukee, 1st dist.	Thos. O'Herrin	Oak Creek.
Milwaukee, 2d dist.	Thos. F. Clark	Butler.
Monroe	N. H. Holden	Sparta.
Oconto	L. W. Winslow	Feshitgo.

County Superintendents—continued.

COUNTY.	NAME.	POST OFFICE.
Outagamie	Patrick Flanagan	App'eton.
Ozaukee	Adolph Heidkamp	Ozaukee.
Pepin	J. H. Rounds	Durand.
Pierce	H. S. Baker	River Falls.
Polk	Marcellus Tozer	Little Falls.
Portage	C. L. Sutherland	Stevens Point.
Racine	Charles H. Sproat	Waterford.
Richland	David D. Parsons	Richland Center.
Rock (1st district)...	John W. West	Footville.
Rock (2d district)...	J. B. Tracy	Milton.
St. Croix	Miss Betsey M. Clapp	New Richmond.
Sauk	James T. Lunn	Ironton.
Shawano	Wm. S. mmers	Upham.
Sheboygan	B. R. Grogan	Plymouth.
Taylor	O. N. Lee	Medford.
Trempealeau	Miss M. Brandenburg	Trempealeau.
Vernon	O. B. Wyman	Viroqua.
Walworth	Fred. W. Isham	Elkhorn.
Washington	S. S. Barney	West Bend.
Waukesha	John Howitt	Waukesha.
Waupaca	L. L. Wright	New London.
Waushara	Jas. H. Tobin	Au oraville.
Winnebago	F. A. Morgan	Oshkosh.
Wood	G. L. Williams	Centralia.

CITY SUPERINTENDENTS.

CITIES.	NAME.
Appleton	A. H. Conkey.
Beaver Dam	James J. Dick.
Beloit	T. L. Wright.
Berlin	D. P. Blackstone.
Columbus	J. Q. Adams.
Fond du Lac	C. A. Hutchins.
Fort Howard	Dr. Wm. H. Bartran
Grand Rapids	T. W. Chittenden.
Green Bay	J. D. Williams.
Hudson	Geo. D. Cline.
Janesville	R. W. Burton.
Kenosha	H. M. Simmons.
La Crosse	C. W. Roby.
Madison	Samuel Shaw.
Menasha	Silas Bullard.
Milwaukee	Jas. MacAlister.
Mineral Point	Thomas Priestly.
Neenah	J. R. Barnett.
Oconto	H. W. Gilkey.
Oshkosh	Geo. H. Read.
Portage	A. C. Kellogg.
Prairie du Chien	A. C. Wallin.
Racine	O. M. Westcott.
Sheboygan	Joseph Bast.
Stevens Point	J. K. McGregor.
Watertown	William Bieber.
Wausau	B. W. James.

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